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ABSTRACT

Developed by the Small Schools Career Education Development Project, the guide, divided into 6 units, provides 279 activities for math and language instruction in grades 1-6. Units are titled: Bank, Grocery Store, Hardware Store, Pandora's Box, Restaurant, and Streets, Bikes, and Highways. Both math and language activities are provided for each unit. An activity number, grade level, a concept, and unit name (e.g., Bank/math) are given for each activity. Activity topics include: addition and subtraction, multiplication and division, money values, order of numbers, graphs, check writing, percentages, classification, sequence, story writing, creative dramatics, job descriptions, business letters, geometrical concepts, farenheit and celsius, initial sounds, capitalization, adjectives, abbreviations, singular/plural, syllabication, Haiku, measurements, metrics, spelling and vocabulary, communications, word origins, paragraphs, outlines, want ads, greater and lesser, fractions, verbs, and parts of speech. Five ways to use the activities are suggested: revising and expanding the activities to meet student needs; developing the activities into units; incorporating single activities into mini field trips for 3-5 students; combining several activities into a group field trip; and using the activities as extra credit projects, math and language center activities, and after school projects. (NQA)

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ED215806

Downtown Math and Language

Levels 1-6

November 1976

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RC 013297

Amity School District #4J

DOWNTOWN MATH AND LANGUAGE

BY
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	Charles W. Wiltse, Jr.	Superintendent
Board of Directors:	Milton Fanning	Chairman
	Carl Dauenhauer	
	Phil Olson	
	Hal Sheldon	
	Stan Goffena	

Fall, 1976

DOWNTOWN MATH AND LANGUAGE
FOR
GRADES 1 THROUGH 6

Developed by:

Pat Kizer
Judy King
Lori Martin
Bev Willius

Amity Grade School 1976

PREFACE (UPDATE)

Amity School District 4J
P. O. Box 138
Amity, Oregon 97101

Yamhill County, Oregon

Tel: 503-835-2181

District Enrollment 605

Amity is a small, rural farming district six miles south of McMinnville on Highway 99W. The farming consists of field crops, row crops and some livestock. There are two outlying feeder elementary schools, one elementary school in town, and the high school. Amity is within the Chemeketa Community College District.

The original Small Schools Career Education Developmental Project lasted from 1974-1977. The present career and vocational education program is built into the curriculum guides, established in the scheduling procedures, and is part of the Amity High School graduation requirements.

The program is made up of the following components:

CAREER AWARENESS

Awareness Advisory Committee
Cadre-trained instructor in career awareness
"Career Carrousel"--activities and concepts of career awareness

CAREER EXPLORATION

- Career Exploration Advisory Committee
- Economics curriculum for eighth grade, "The Real World of Work"
- Modified SUTOE curriculum for seventh grade, "Who Am I?"
- Eighth grade Occupational Versatility
- Ninth grade Occupational Cruise into four clusters: Agriculture, Home Economics, Business, Construction
- Ninth grade Cruise Exploratory (CX) English

VOCATIONAL PROGRAMS--CLUSTERS

- Home Economics: Foodservice, Child Care Services, and Clothing Services
- Business: Accounting, Clerical, Secretarial
- Vocational Agriculture

COOPERATIVE WORK EXPERIENCE

- Agriculture and related occupations
- Business
- Cadet Teaching
- Construction
- Foodservice
- Special Education

ADVISORY COMMITTEES

Awareness
Exploration
Agriculture
Business
Home Economics

SPECIAL CAREER/VOCATIONAL CLASSES

EMR "special education" students mainstreamed into vocational programs where possible, i.e., occupational versatility

LONG-RANGE PLAN

Developed through input from staff, administration, and advisory committees; currently being updated

CAREER GUIDANCE

A functioning advisor-advisee program
Career Information Service - Needle Sort
Career Information Service - Inservice Program
Ohio Vocational Interest Survey (OVIS) - grades 8 and 11
Armed Services Vocational Aptitude Battery - grades 9 and 11
Student Needs Assessment - all secondary
Graduate follow-up - SERVE and Guidance

INSERVICE PROGRAMS

Cadre trained in career awareness
Career education administrators
Career education exploratory (CX) English
Career education concepts

INTERDISCIPLINARY

Cruise English Program
Agriculture
Home Economics
Business

VOCATIONAL STUDENT ORGANIZATIONS

Future Business Leaders of America (FBLA)
Future Farmers of America (FFA)
Future Homemakers of America (FHA)
Future Teachers of America (FTA)

The greatest change brought about in the district as a result of this project involvement is that nearly all of the staff have taken on the task of assisting youth with career-related information and making a sincere effort to sit down and meet with students one to one to discuss the students' personal concerns in career planning. This contact with students is vital to the success of any educational program.

What is being done differently? Without tampering with the academic emphasis, career education has been expanded to provide greater opportunities for all students, not just the privileged few who might go on to college. Career and vocational education demonstrates greater respect for the potential of youth than has been shown in the past.

Visitors to the district are certainly welcome; please make an appointment and request the information needed to make your visit as beneficial as possible. The Career Fair which offers presentations about more than 60 occupations to students in grades 7-12 is especially interesting to attend.

It is Amity's hope that more small schools can take advantage of the progress made in the developmental sites by planning visits which may lead to ideas being transported to other districts for implementation.

Materials are available on request. Contact Amity High School Principal George Lanning for additional information or to arrange a visit.

Mr. Lanning comments, "There has been a considerable change in the staff over the past few years so all the items that were developed are not currently being used. There has also been less emphasis placed on career education related activities over the last few years.

"There were, however, many positive things that were developed and are still functioning in our school system today. Some of these include:

Advisor-Advisee Program
CX English
Active Career Awareness, Exploration, Vocational Agriculture, Business
  and Home Economics Advisory Committees
Occupational Versatility, grades 8-12
Freshmen Cruise"

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  3. Language activities

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  3. Language activities

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    1. Unit index
    2. Math activities
    3. Language activities

F. Streets, bikes, highways
    1. Unit index
    2. Math activities
    3. Language activities

Suggested ways to use the Downtown Math and Language Activities

A. Revise and expand the activities to meet the needs of your students.

B. Develop the activities into units.

C. Incorporate single activities into mini field trips.
(3 to 5 students)

D. Combine several activities into a group field trip.

E. Use the activities as extra credit projects, math and language center activities, and after school projects, etc.

EXPLANATION OF CARD NUMBERS AND ABBREVIATIONS

The activities in this packet are divided into six units. The units and their abbreviations are as follows:

Abbreviation	Unit
B	Bank
G	Grocery store
H	Hardware store
P	Pandora's box
R	Restaurant
S	Streets, bikes, and highways

Each unit has activities for:

M	Math
L	Language

Card numbers

First digit = grade level (1, 2, 3, 4, 5, or 6

Second digit = activity number

Example

1.1 GM = Grade level 1, activity #1, Grocery store/math

EVALUATION OF MATH AND LANGUAGE ACTIVITIES

As you use the activities mark the space indicated with: + great, ✓good, −throw out. Write comments or suggestions on the back of the cards as you use them.

1.1 BM
1.2 BM
2.1 BM
2.2 BM
2.3 BM
2.4 BM
3.1 BM
3.2 BM
3.3 BM
3.4 BM
3.5 BM
4.1 BM
4.2 BM
4.3 BM
4.4 BM
4.5 BM
5.1 BM
5.2 BM
5.3 BM
5.4 BM
5.5 BM
5.6 BM
6.1 BM
6.2 BM
6.3 BM
6.4 BM
6.5 BM
6.6 BM
6.7 BM

1.1 BL
1.2 BL
2.1 BL
2.2 BL
3.1 BL
3.2 BL
3.3 BL
3.4 BL
4.1 BL
4.2 BL
4.3 BL
4.4 BL
5.1 BL
5.2 BL
5.3 BL
5.4 BL
5.5 BL
6.1 BL
6.2 BL
6.3 BL
6.4 BL
6.5 BL
6.6 BL
6.7 BL

1.1 GM
1.2 GM
1.3 GM
2.1 GM
2.2 GM
2.3 GM
2.4 GM
3.1 GM
3.2 GM
3.3 GM
3.4 GM
3.5 GM
4.1 GM
4.2 GM
4.3 GM
4.4 GM
4.5 GM
4.6 GM
5.1 GM
5.2 GM
5.3 GM
5.4 GM
5.5 GM
6.1 GM
6.2 GM
6.3 GM
6.4 GM
6.5 GM
6.6 GM

6.7 GM
6.8 GM

1.1 GL
1.2 GL
2.1 GL
2.2 GL
2.3 GL
3.1 GL
3.2 GL
3.3 GL
3.4 GL
3.5 GL
4.1 GL
4.2 GL
4.3 GL
4.4 GL
4.5 GL
5.1 GL
5.2 GL
5.3 GL
5.4 GL
5.5 GL
6.1 GL
6.2 GL
6.3 GL
6.4 GL
6.5 GL
6.6 GL

1.1 HM
1.2 HM
1.3 HM
2.1 HM
2.2 HM
2.3 HM
3.1 HM
3.2 HM
3.3 HM
3.4 HM
3.5 HM
4.1 HM
4.2 HM
4.3 HM
4.4 HM
4.5 HM
5.1 HM
5.2 HM
5.3 HM
5.4 HM
5.5 HM
5.6 HM
5.7 HM
6.1 HM
6.2 HM
6.3 HM
6.4 HM
6.5 HM

1.1 HL
1.2 HL
2.1 HL
2.2 HL
3.1 HL
3.2 HL
3.3 HL
4.1 HL
4.2 HL
4.3 HL
4.4 HL
4.5 HL
5.1 HL
5.2 HL
5.3 HL
5.4 HL
5.5 HL
6.1 HL
6.2 HL
6.3 HL
6.4 HL
6.5 HL

6.1 PM

2.1 PL
3.1 PL
4.1 PL
4.2 PL
5.1 PL
5.2 PL
5.3 PL
6.1 PL
6.2 PL
- PL

1.1 RM
1.2 RM
2.1 RM
2.2 RM
2.3 RM
2.4 RM
2.5 RM
3.1 RM
3.2 RM
3.3 RM
3.4 RM
4.1 RM
4.2 RM
4.3 RM
4.4 RM
4.5 RM
5.1 RM
5.2 RM
5.3 RM
5.4 RM
5.5 RM
6.1 RM
6.2 RM
6.3 RM
6.4 RM
6.5 RM

1.1	RL
1.2	RL
1.3	RL
2.1	RL
2.2	RL
3.1	RL
3.2	RL
3.3	RL
3.4	RL
3.5	RL
4.1	RL
4.2	RL
4.3	RL
4.4	RL
4.5	RL
5.1	RL
5.2	RL
6.1	RL
6.2	RL
6.3	RL
6.4	RL
1.1	SM
1.2	SM
2.1	SM
2.2	SM
2.3	SM
3.1	SM
3.2	SM
3.3	SM
3.4	SM
3.5	SM
4.1	SM
4.2	SM
4.3	SM
4.4	SM
5.1	SM
5.2	SM
5.3	SM
5.4	SM
5.5	SM
5.6	SM
5.7	SM
6.1	SM
6.2	SM
6.3	SM
6.4	SM
6.5	SM
6.6	SM
1.1	SL
1.2	SL
1.3	SL
1.4	SL
2.1	SL
2.2	SL
2.3	SL
2.4	SL
2.5	SL
2.6	SL
3.1	SL
3.2	SL
3.3	SL
3.4	SL
3.5	SL
3.6	SL
3.7	SL
3.8	SL
4.1	SL
4.2	SL
4.3	SL
4.4	SL
4.5	SL
4.6	SL
5.1	SL
5.2	SL
5.3	SL
5.4	SL
5.5	SL
6.1	SL
6.2	SL
6.3	SL
6.4	SL
6.5	SL
6.6	SL

Bank unit

Title	Card number
MATH ACTIVITIES	
Adding money values	1.1 BM
Adding and subtracting money values	1.2 BM
Estimating	2.1 BM
Reading and ordering numbers	2.2 BM
Identification of money	2.3 BM
Add/subtract	2.4 BM
Addition of coins	3.1 BM
Weighing, multiplying, estimating	3.2 BM
Adding money	3.3 BM
Counting	3.4 BM
Graphing	3.5 BM
Check writing	4.1 BM
Graphing	4.2 BM 4.3 BM
Multiplication	4.4 BM
Carrying and borrowing	4.5 BM
Computing amounts	5.1 BM
Monetary systems	5.2 BM
Denominations game	5.3 BM
Adding and multiplying dollars	5.4 BM

Bank (continued)

Title	Card number
Savings account	5.5 BM
Carrying and borrowing	5.6 BM
Percentage	6.1 BM 6.2 BM
Loans	6.3 BM 6.6 BM
Traveler's checks	6.4 BM
Multiplication	6.5 BM
Writing whole numbers	6.7 BM
LANGUAGE ACTIVITIES	
Classification	1.1 BL
Sequence	1.2 BL
Story writing	2.1 BL
Creative dramatics	2.2 BL
Cursive writing	3.1 BL
Interviewing	3.2 BL
Role playing	3.3 BL
Touch	3.4 BL
Reading	4.1 BL
Gathering information	4.2 BL
Interviewing	4.3 BL

Bank (continued)

Title	Card number
Vocabulary	4.4 BL
Job description	5.1 BL
Report	5.2 BL 5.3 BL 5.4 BL
Creative writing	5.5 BL
Report	6.1 BL 6.2 BL
Research, job, resume	6.3 BL
Creative writing	6.4 BL
Business letter	6.5 BL
Penmanship	6.6 BL
Comparisons	6.7 BL

Grocery Store unit

Title	Card number
MATH ACTIVITIES	
Ordering numbers/place value	1.1 GM
Ordering numbers	1.2 GM
Addition	1.3 GM
Estimating	2.1 GM
Addition	2.2 GM
Cents per dollar	2.3 GM
Counting/classification	2.4 GM
Multiplying	3.1 GM
Carrying and borrowing in money	3.2 GM
Borrowing and making change	3.3 GM
Inches or centimeters	3.4 GM
Volume	3.5 GM
Multiplying	4.1 GM
Multiplying	4.2 GM
Division	4.3 GM
Multiplication and division	4.4 GM
Perimeter	4.5 GM
Categorizing	4.6 GM

Grocery Store (continued)

Title	Card number
Weight (lbs., ozs., grams)	5.1 GM 5.2 GM
Farenheit, celsius	5.3 GM
Sets	5.4 GM
Dates	5.5 GM
Line graph, circumference, diameter	6.1 GM
Volume	6.2 GM 6.3 GM
Weight (lbs., ozs., grams)	6.4 GM
Percentage	6.5 GM
Estimating projected prices	6.6 GM
Comparative buying (price and quality)	6.7 GM
Comparative buying (sales)	6.8 GM
LANGUAGE ACTIVITIES	
Beginning sounds	1.1 GL
Role playing	1.2 GL
Capitalization	2.1 GL
Dates	2.2 GL
Creative writing	2.3 GL
Descriptive phrases	3.1 GL
Sequence (puzzle)	3.2 GL

Grocery Store (continued)

Title	Card number
Base word	3.3 GL
Adjectives	3.4 GL
Following directions	3.5 GL
Opposites	4.1 GL
Oral presentation	4.2 GL
Categorizing	4.3 GL
Abbreviations	4.4 GL
Abbreviations	4.5 GL
Singular/plural	5.1 GL
Abbreviations	5.2 GL
Proper adjectives	5.3 GL
Advertisement	5.4 GL
Writing numbers	5.5 GL
Capitalization of titles	6.1 GL
Syllabication	6.2 GL
Haiku	6.3 GL
Business letter	6.4 GL
Abbreviations	6.5 GL
Advertizing	6.6 GL

Hardware unit

Title	Card number
MATH ACTIVITIES	
Estimating linear measurement	1.1 HM
Oral directions/number meanings	1.2 HM
Counting 1-10	1.3 HM
Counting	2.1 HM
Ordering, sequence counting	2.2 HM
Ordering meanings	2.3 HM
Carrying	3.1 HM 3.2 HM
Graphing	3.3 HM
Measuring	3.4 HM
Counting	3.5 HM
Measurements	4.1 HM 4.2 HM
Geometry	4.3 HM
Carrying and borrowing	4.4 HM
Measuring and counting	4.5 HM
Figuring cost	5.1 HM 5.6 HM
Shapes	5.2 HM
Estimating	5.3 HM
Purchasing	5.4 HM
Metrics	5.5 HM 5.7 HM

Hardware (continued)

Title	Card number
Graphing	6.1 HM
Metrics	6.2 HM
Addition	6.3 HM
Lines	6.4 HM
Area	6.5 HM
LANGUAGE ACTIVITIES	
Oral sharing	1.1 HL
Creative dramatics	1.2 HL
Alphabetical order	2.1 HL
Categorizing	2.2 HL
Descriptive writing	3.1 HL
Vocabulary	3.2 HL
Alphabetizing	3.3 HL
Following directions	4.1 HL
Creative writing	4.2 HL 4.3 HL
Spelling and vocabulary	4.4 HL
Gathering information	4.5 HL
Communications	5.1 HL
Creative dramatics	5.2 HL

Hardware (continued)

Title	Card number
Word origins	5.3 HL
Report	5.4 HL
Observation	5.5 HL
Interviewing	6.1 HL
Interpretation	6.2 HL
Categories	6.3 HL
Reporter	6.4 HL
Report	6.5 HL

Pandora's Box unit

Title	Card number
MATH ACTIVITIES	6.1 PM
Pay scale	
LANGUAGE ACTIVITIES	2.1 PL
Riddles	3.1 PL
Interviewing	4.1 PL
Paragraphing	4.2 PL
5 W's	5.1 PL
Outlining	5.2 PL
Report	5.3 PL
Want ads	6.1 PL
Alphabetizing	6.2 PL
Interviews	- PL
A.V. aides	

Restaurant unit

Title	Card number
MATH ACTIVITIES	
Place value	1.1 RM
Shapes	1.2 RM
Addition	2.1 RM
Ordering numbers, greater and lesser	2.2 RM
Fractions	2.3 RM
Money	2.4 RM
Addition	2.5 RM
Borrowing with money	3.1 RM
Making change	3.2 RM
Place value	3.3 RM
Time	3.4 RM
Multiplication	4.1 RM
Carrying	4.2 RM
Fractions	4.3 RM
Bar graph	4.4 RM
Multiplying	4.5 RM
Addition/money	5.1 RM
Multiplication	5.2 RM
Line graph	5.3 RM

Restaurant (continued)

Title	Card number
Addition with money	5.4 RM
Addition, subtraction, making change	5.5 RM
Percentage	6.1 RM
Bar graph	6.2 RM
Multiplication	6.3 RM
Conversion of units	6.4 RM
Addition with money	6.5 RM
LANGUAGE ACTIVITIES	
Complete sentences	1.1 RL
Creative writing	1.2 RL
Beginning sounds	1.3 RL
Alphabetical order	2.1 RL
Verb endings, s and es	2.2 RL
Oral reading	3.1 RL
Descriptive phrases	3.2 RL
Categorizing	3.3 RL 3.4 RL
Parts of speech	3.5 RL
Vocabulary and definitions	4.1 RL 4.2 RL
Categorizing	4.3 RL

Restaurant (continued)

Title	Card number
Opposites	4.4 RL
Punctuation	4.5 RL
Adjectives	5.1 RL
Advertising	5.2 RL
Manuscript, legibility, neatness	6.1 RL
Business letter	6.2 RL
Adjectives	6.3 RL
Restaurant unit	6.4 RLM

Streets, Bikes, Highways unit

Title	Card number
MATH ACTIVITIES	
Greater or lesser	1.1 SM
Basic shape	1.2 SM
Reading and ordering numbers	2.1 SM
Adding money	2.2 SM
Ordering numbers	2.3 SM
Subtraction (depreciation)	3.1 SM
Estimation	3.2 SM
Measuring	3.3 SM
Counting, carrying, measuring	3.4 SM
Measuring and graphing	3.5 SM
Geometry	4.1 SM
Proportions	4.2 SM
Carrying and borrowing	4.3 SM
Measuring	4.4 SM
Multiplication (circumference)	5.1 SM
Division	5.2 SM
Fractions	5.3 SM
Addition	5.4 SM
Shapes	5.5 SM

Streets, Bikes, Highways (continued)

Title	Card number
Area - perimeter	5.6 SM
Measurement	5.7 SM
Writing numbers	6.1 SM
Multiplication/division	6.2 SM
Multiplication	6.3 SM
Fractions	6.4 SM
Measurement	6.5 SM
Percentage	6.6 SM
LANGUAGE ACTIVITIES	
Initial sounds	1.1 SL
Reordering letters	1.2 SL
Manuscript printing	1.3 SL
Complete sentences	1.4 SL
Compound words	2.1 SL
Manuscript printing	2.2 SL 2.3 SL
Alphabetical order	2.4 SL 2.5 SL
Creative writing	2.6 SL
Floor map	3.1 SL
Listing	3.2 SL 3.3 SL

Streets, Bikes, Highways (continued)

Title	Card number
Creative writing	3.4 SL
Illustrating	3.5 SL
Vocabulary	3.6 SL
Alphabetizing	3.7 SL
Oral speaking	3.8 SL
Labeling	4.1 SL
Map making	4.2 SL
Map reading	4.3 SL
Comprehension	4.4 SL
Sequence of events	4.5 SL
Vocabulary	4.6 SL
Ordering	5.1 SL
Definitions	5.2 SL
Giving directions	5.3 SL
Find-a-word	5.4 SL
Advertisement	5.5 SL
Writing complete sentences	6.1 SL
Unscramble	6.2 SL
Charting	6.3 SL
Directions	6.4 SL
Communications	6.5 SL
Reports	6.6 SL

CONCEPT: Adding money values CODE: 1.1 MB

BANK

ACTIVITY:

After discussing or visiting the bank, set up a classroom "bank". Give the students play money (pennies, nickles, and dimes.) The students could take turns being teller and depositing their money.

You will need: Play money

Deposit slips

CONCEPT: Adding and subtracting
Money values

CODE: 1.2 MB

BANK

ACTIVITY:

Set up a classroom bank with the teacher as banker. Help the students decide how much money they need to finance a cookie making project. Fill out a "loan" form for the amount and let each child sign it. Take the class to the grocery store and buy the ingredients, make the cookies, and sell them at recess. After the cookies are sold, the students repay the loan, the form is marked "paid", and any profit they make can be spent in anyway the class decides.

CONCEPT: Estimating CODE: 2.1 MB

BANK

ACTIVITY:

Get a jar and fill it with pennies. Have a contest to guess how much money is in the jar. After two or three days, count the money, declare a winner, and give him a prize.

Under supervision, the jar of pennies could be used in a learning center where the students could count the pennies by 2's, 3's, 5's, and 10's. They could also practice converting the pennies to nickles, dimes, quarters, and half dollars.

CONCEPT: Reading and ordering Numbers

CODE: 2.2 NB

BANK

ACTIVITY:

Pass out pennies to the class. Have each student look at the date of circulation. List on the board all the dates. The students should order the dates from oldest to newest. Give a prize for the person with oldest or newest penny.

CONCEPT: Identifying of money CODE: 2.3 MB

BANK

ACTIVITY:

Discuss the bank teller's job and what skills are necessary. Stress that one of the first things that a teller should know is identification of money. Make a money identification board divided into sections for all coins. Fill a jar with play money and have the students work in pairs to see how many coins they can correctly place on the board. (This could be a timed contest.)

You will need:	Teacher made money
	Identification Board
	Play money

CONCEPT: Adding and Subtracting **CODE:** 2.4 MB

BANK

ACTIVITY:

One partner acts as banker; the other as customer.

Customer: Fills out a deposit slip. Endorses his paycheck and requests a certain amount of cash in return.

Banker: Checks addition and subtraction, endorsement, and returns cash to customer.

* For second graders the amounts of check and cash should be kept minimal and even.

CONCEPT: Money **CODE:** 3.1 MB

HOW MANY COINS?

ACTIVITY:

Make up problems for the students like the following so that they will have a further understanding of money. Also, discuss a teller's job and how they need to know the value of coins.

1) What are the fewest coins that can equal 26¢?
2) Dime and nickel and 2 pennies = ______.
3) What coins could equal 67¢?
4) ______ coins make a collar.
5) What are the fewest coins that equal 99¢?
6) What are the most coins that equal 99¢?

CONCEPT: Weighing, Multiplying, and Estimating **CODE:** 3.2 MB

PENNY JAR

ACTIVITY:

Fill a jar with pennies (or any coin) and let the children guess how many are in the jar. After everyone has guessed, have several students count the number of pennies in the jar and give a prize to the winner. Let the students guess how much the jar weighs with the pennies in it. Then weigh the jar after everyone has guessed. If possible, weigh only 10 pennies and then have the students figure out the total weight of all the pennies by multiplying. If nickles or larger coins are used, the students can multiply to find out the total money value of all the coins.

Visit a bank and let the students guess the money value and weight of bags of money.

CONCEPT: Adding money **CODE:** 3.3 MB

TAKE YOUR PICK

ACTIVITY:

Write on the board problems similar to these:

1) Quarter + nickle + dime OR quarter + quarter.

2) Seven dimes OR three quarters.

3) Quarter + dime + dime + dime OR half dollar

Ask the students which sum of money they would rather have in their savings account. Each student should write the total sum of the group of coins they would prefer to have for each number.

CONCEPT: Counting **CODE:** 3.4 MB

DENOMINATIONS OF MONEY

ACTIVITY:

On a visit to the bank have the students find out how many different denominations of money there are. Two class lists should be made: one for coins, and one for paper money.

While at the bank have the students observe a drawer where money is kept. Have them count the number of spaces for money. After making out the class list, count up the number of coins and paper money and see if the number matches the spaces in the drawer.

CONCEPT: Graphing **CODE:** 3.5 MB

LOOKING AT A BANK

ACTIVITY:

The students should ask an employee of a bank when they are the busiest. Which day? Which hour? The students could "stake" out the bank and take turns counting customers for themselves. A graph can be made using either the days or the hours. Discuss why a bank is busiest then. Is a bank busier before a holiday? Why?

CONCEPT: Check Writing **CODE:** 4.1 MB

ACTIVITY:

Make replicas of several checks on 3x5 cards. You write in the numeral amounts - $3\frac{33}{100}$. The students complete the rest of each check and the balance. Make up other problems for the students using checks.

CONCEPT: Graphing CODE: 4.2 MB

BANK TOOLS

ACTIVITY:

Have the students make a list of all the tools found in a bank and how many of each tools there are. Some tools are: typewriters, calculators, pencils, pens, adding machines, counting machines, telephones, etc. The students should make a line graph or a bar graph using their findings.

CONCEPT: Graphing **CODE:** 4.3 MB

GRAPHING FEDERAL RESERVE BANKS

ACTIVITY:

After collecting all the information from card 4.1 LB, have the students graph their finding on a bar graph. They can find out which bank had the most bills and if that bank is closest to them in location.

CONCEPT: Multiplication **CODE:** 4.4 MB

HOW MANY COINS

ACTIVITY:

Have each student observe where the teller has coins. Later they can pretend they are a teller and answer various problems such as:

1) If you had 20 - 50¢ pieces, how much money would that be?

2) If you had 15 - 25¢ pieces, how much money would that be?

3) How much money do you have altogether in coins?

The same idea could be used for bills.

CONCEPT: Carrying and Borrowing **CODE:** 4.5 MB

ALPHABET VALUES

ACTIVITY:

Pretend that each letter of the alphabet is worth 1¢ more than the letter before it. Find out how much the whole alphabet is worth. Ask the students to find the value of their name, to write a short word worth 50¢, to write a joke worth $6.00, to write the most expensive word you can think of, etc.

CONCEPT: **CODE: 5.1 MB**

BANK

ACTIVITY:

Compute these amounts:

1) 100 5 dollar bills
2) 200 10 dollar bills
3) 15 50 dollar bills
4) 1200 100 dollar bills
5) 65 20 dollar bills
6) 623 5 dollar bills
7) 44 50 dollar bills
8) 329 10 dollar bills
9) 2000 100 dollar bills
10) 80 20 dollar bills

CONCEPT: Monetary systems CODE: 5.2 MB

BANK

ACTIVITY:

Use reference books to research several different countries monetary system.

What is their system based on?

How do the units compare with the dollar?

CONCEPT: Denominations **CODE:** 5.3.MS

BANK

ACTIVITY:

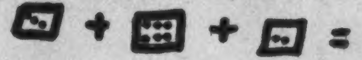
Need: 1) Game board with 4 sections marked $1.00, $10.00, $50.00, $100.00

2) Dice

3) Paper chips - 4 colors $1.00 - yellow $50.00 - green
$10.00 - blue $100.00 - red

To play: 1) Choose a banker - he is in charge of chips.

2) First player rolls dice, adds the total of the 3 dice - that will be the amount of money the banker will give him.

 $11.00

3) The player then places the chips on game board under the correct heading.

4) When a player has a column filled he then trades in chips.

5) The winner whoever has the most money on the board at the end of the time limit.

CONCEPT:

CODE: 5.3b MB

GAME BOARD

$1.00	$10.00	$50.00	$100.00

CONCEPT: **CODE: 5.4 MB**

BANK

ACTIVITY:

	Dollars	Dimes	Nickles	Pennies	Value in Dollars & cents
1)	4	1	3	5	?
2)	6	2	4	18	?
3)	3	3	4	16	?
4)	8	8	2	3	?
5)	10	10	20	10	?
6)	15	8	10	75	?
7)	55	22	22	50	?
8)	40	0	8	30	?
9)	8	45	0	5	?
10)	20	0	40	0	?

CONCEPT: CODE: 5.5 MB

SAVINGS ACCOUNT

ACTIVITY:

Decide on a project and a purpose to earn money. Establish a savings account for the group or individual students.

Students must complete forms for application, deposits, and withdrawal.

Figure interest before checking with bank to see how much their account has accumulated.

CONCEPT: **CODE:** 5.6 MB

CARRYING AND BORROWING

ACTIVITY:

Duplicate stubs and blank checks from the local bank. Instruct on proper procedure for filling out correctly.

Giving amounts keep an accurate account of checks written and amounts deposited.

Possible activity: Given a dummy check book and an imaginary $500.00, have the students spend the exact amount while shopping in a catalogue.

CONCEPT: Percentage CODE: 6.1 MB

BANK

ACTIVITY:

Have students find out what the rate of interest is on savings accounts.

Figure the interest rate of these amounts.

1) $500.00
2) $650.00
3) $724.00
4) $989.10
5) $1,500.00
6) $2,650.00
7) $5,125.50
8) $10,000.00
9) $22,510.25
10) $25,000.00

CONCEPT: CODE: 6.2 MB

PERCENTAGE

ACTIVITY:

Set an amount needed to borrow from, or deposit for savings, in a bank or Savings and Loan company. Check on the interest rates of each of the local businesses.

Determine the amount the loan will cost you or the amount of interest you will earn on your savings over a given period of time.

CONCEPT: Loans CODE: 6.3 MB

BANK

ACTIVITY:

With the bank personnel's cooperation have a student go through correct bank procedure for acquiring a loan.

1) Have the student determine how much money to borrow and why.

2) Have the student go to the bank to inquire about the loan and fill out necessary papers. (This may be done in the classroom)

CONCEPT: Traveler's checks **CODE:** 6.4 MB

BANK

ACTIVITY:

Find out the fee the bank charges for "Traveler's Checks".

You are going on a vacation so need $500.00 in Traveler's checks.

Compute the total cost of the Traveler's checks.

CONCEPT: Multiplication **CODE:** 6.5 MB

BANK

ACTIVITY:

The various jobs in a bank have different salaries. Inquire about five different jobs and their salaries. Compute the salary for:

1 week ____________

1 month ____________

6 months ____________

1 year ____________

5 years ____________

CONCEPT: Loan **CODE:** 6.6 MB

BANK

ACTIVITY:

What is the monthly balance? This person borrowed $5,000.00. He pays $125.00 every month. Finish the loan chart. Don't forget to compute the interest in December.

	Previous Balance	Loan Payment	Balance	12% interest on balance at the end of the year
January	$5,000.00	$125.00	?	
February		125.00	?	
March		125.00	?	
April		125.00	?	
May		125.00	?	
June		125.00	?	
July		125.00	?	
August		125.00	?	
September		125.00	?	
October		125.00	?	
November		125.00	?	
December		125.00	?	

CONCEPT: **CODE: 6.7 NB**

WRITING WHOLE NUMBERS

ACTIVITY:

Duplicate blank checks from the local bank. Instruct on proper procedure for filling out correctly.

Use as exercise for writing whole numbers.

CONCEPT: Classification CODE: 1.1 LB

BANK

ACTIVITY:

List the jobs that are found at the bank (teller, secretary, manager, receptionist, guard, etc.) Discuss each job and what skills each requires. On the board or a chart list skills such as reading, math, writing, speaking, etc., then have the class classify all the banking jobs under each skill they require.

CONCEPT: Sequence CODE: 1.2 LB

BANK

ACTIVITY:

Discuss the process that people must go through in order to have money and deposit the money. Possibly a chart could be made illustrating the steps. (work, paycheck, deposit slip, endorsement of the paycheck, and receipt.) Students could draw the sequence of steps, dramatize them or the steps could be drawn on cards and left in a learning center for practice in sequencing.

CONCEPT: Story writing CODE: 2.1 LB

BANK

ACTIVITY:

Arrange a trip through the bank. Tell the children that they should be able to list most of the different jobs that are necessary to have an efficient bank. After returning to the classroom, the students help make a list of those jobs. Each student then picks one of the jobs and writes a story telling why he thinks that particular job would be interesting.

CONCEPT: Creative Dramatics

CODE: 2.2 LB

BANK

ACTIVITY:

Discuss the reasons that savings accounts are safer for our money than keeping the money at home. After the discussion the students could take turns portraying a person saving his money the right way (in a bank) or the wrong way (in a sock, in a buried chest, under the mattress, etc.) A good way to keep the whole class involved during the dramatizations is to let them show "thumbs up" if it is a right way to save or show "thumbs down" if it is a wrong way to save.

CONCEPT: Cursive Writing **CODE:** 3.1 LB

MONEY PICTURES

ACTIVITY:

Have a small group go to the bank and take paper and a pencil. They should visit with a teller and have her or him show them the different denominations of money. They should write down the denomination of money and whose picture is on it and all the words on it.

Each student could do all the denominations or different denominations could be assigned and combined in a class list back in the classroom. Discuss what the words mean.

CONCEPT: Interviewing **CODE:** 3.2 LB

WHO WORKS IN A BANK?

ACTIVITY:

Over 900,000 people are employed in banking organizations. Have each student pick a person from the bank to gather information from. Some bank employees are: tellers, bank clerks, secretaries, stenographers, typists, receptionists, file clerks, mail helpers, coding clerks, bookkeepers, collection clerks, etc.

After collecting their information, the students can share it with the rest of the class.

CONCEPT: Role Playing CODE: 3,3 LB

BANK ACTING

ACTIVITY:

After discussing the various employees of a bank, assign each student one of the jobs. The student should pretend they are in a bank. They should tell the class all the things they are doing as they do them. The other students should guess which bank employee he is.

CONCEPT: Touch CODE: 3.4 LB

WHAT IS IT?

ACTIVITY:

Discuss coins at a bank with the students. Especially let them look at the size and weight of each coin. Provide a "hands-on" experience if possible. Later place 2 or 3 of each coin in a bag. Blindfold a student and have him take a coin out of the bag. See if the student can tell by feeling the coin what denomination it is.

CONCEPT: Reading CODE: 4.1 LB

IDENTIFYING FEDERAL RESERVE BANKS

ACTIVITY:

Have the students look at the different bills in a bank and copy the different numbers and letters down. They can also copy down the numbers and letters from bills at home. Each student should find as many numbers as possible.

You can identify the Federal Reserve Bank that issued the bills by looking at the serial number. The prefix letter corresponds to the cities below. You will also see a black number in each of the corners of the bill; these, too, correspond to Federal Reserva Banks according to the following list:

CONCEPT: Reading

CODE: 4.1 LB
cont.

Federal Reserve Bank	Letter	Number
Boston	A	1
New York	B	2
Philadelphia	C	3
Cleveland	D	4
Richmond	E	5
Atlanta	F	6
Chicago	G	7
Saint Louis	H	8
Minneapolis	I	9
Kansas City	J	10
Dallas	K	11
San Francisco	L	12

Variation: See card 4.3 MB

CONCEPT: Gathering Information **CODE:** 4.2 LB

STUDY ON MONEY

ACTIVITY:

Conduct a study on money and tell about its history. If possible have someone from a bank come in and talk to the students, or have the students gather the following information:

a) How old is money?
b) What did people use before money?
c) How much money is in the United States?
d) What happens to old, worn-out money?
e) How does a credit card work as money?
f) What is a gold standard?

Using the information the students have gathered, they can write a report to share with the rest of the class, or draw a picture to be displayed on the bulletin board.

[redacted]: Interviewing CODE: 4.3 LB

READING IN A BANK

ACTIVITY:

Have each student or a small group ask the following question of someone who works in a bank. They should ask the person to list five things they use for reading in connection with their work. When the students return to class there can be a class discussion on everyone's findings.

CONCEPT: Vocabulary **CODE:** 4.4 LB

BANK VOCABULARY

ACTIVITY:

By visiting a bank or using a resource person from a bank, have the students find out what the following bank words mean:

Checking Account

Letter of Credit

Safe

Loan

Credit Card

Savings Account

Traveler's Checks

Deposit Slips

CONCEPT: Job description CODE: 5.1 LB

BANK

ACTIVITY:

Over 900,000 people are employed in banking. Employees work as tellers, secretaries, stenographers, typists, receptionists, telephone operators, file clerks, data processors, bookkeeping, collection clerks, check inscribers and mail helpers.

There are also bank officers - president, vice-president, treasurer, comptroller and others.

Also attached to a bank are lawyers, economists, accountants, statisticians, and public relations personnel such as photographers, writers, and printers.

Finally, there are maintenance personnel, guards, elevator operators, and other service personnel.

CONCEPT: Job description

CODE: 5,1 LB
cont.

Choose one of the jobs mentioned and find out all that you can about the job and what it entails.

Write a complete description of the job.

CONCEPT: Report **CODE:** 5.2 LB

REPORT

ACTIVITY:

Using the list of jobs in 5.1 LB determine each of the services to customers that a bank has.

Write a report about your findings.

CONCEPT: Report **CODE:** 5.3 LB

BANK

ACTIVITY:

Research the entire procedure the bank uses in dealing with checks that their customers write.

Example: Follow a check from the time it is written at a grocery store until it is returned to you by mail.

Report orally to class.

CONCEPT: Report CODE: 5.4 LB

BANK

ACTIVITY:

If someone writes a bad check it means they did not have enough money in their account to cover the check. How does the bank handle this situation?

Is the check paid?

Does the bank penalize you?

Find out all you are able to and report to the class.

CONCEPT: Creative writing **CODE:** 5.5 LB

BANK

ACTIVITY:

The bank has been robbed! Your task is to cover the entire news story from beginning to end and write the front page newspaper story - including headlines.

Use specific details - Who, What, Where, When, Why, How

CONCEPT: Report **CODE:** 6.1 LB

BANK

ACTIVITY:

Open a savings account. Where does your money go after you have opened your account?

Does the bank keep all of the money the people deposit?

What is your money used for? How many people are involved in one deposit?

Find out the answers to these questions and report to the class.

CONCEPT: Reports **CODE:** 6.2 LB

BANK

ACTIVITY:

Each teller is insured for a certain amount of money. Find out what this means and what it involves.

Make a written report of your findings.

CONCEPT: Research
Job Resume

CODE: 6.3 LB

BANK

ACTIVITY:

1) The bank has several job openings.

2) Find out what the jobs are and the qualifications needed.

3) Do as much research needed to become familar with the jobs.

4) Write a job resume for one of the jobs.

CONCEPT: Creative writing **CODE:** 6.4 LB

BANK

ACTIVITY:

1) Have the students write "what it would be like to be money."
2) Have the students write "what I would do if I had a million dollars."
3) Have the students write about "what it would be like to live in a country without money."

CONCEPT: **CODE: 6.5 LB**

BUSINESS LETTER

ACTIVITY:

Have students write to the following address for information about the banking industry and general information about banking opportunities:

American Bankers Association
Personnel Administration and Management
Development Committee
90 Park Avenue
New York, New York 10016

CONCEPT: **CODE: 6.6 LB**

PENMANSHIP

ACTIVITY:

Obtain Savings account, Loan, application forms from the bank and have students fill out stressing legibility.

CONCEPT: **CODE: 6.7 LB**

COMPARISONS

ACTIVITY:

List all the banks found in your area. Make a chart comparing them in terms of their organization and services.

CONCEPT: Ordering numbers
Place value

CODE: 1.1 GM

GROCERY STORE

ACTIVITY:

Make a list of vegetables that come in cans. Assign partners for two vegetables to find the price of each can when the class takes a trip to the grocery store. After returning to the classroom, the teacher could list the vegetables and prices on the board, ordering from most expensive to least expensive. The partners could decide which of their two vegetables cost more. If time permits, the partners could orally tell how many tens and ones are found in each price.

CONCEPT: Ordering Numbers

CODE: 1.2 GM

GROCERY STORE

ACTIVITY:

Take a trip to the grocery store. Each student should pick one food item to ask a question about. After giving the students time to choose their products, have them take turns asking the store owner from what city the item was shipped. (Teacher should make a list of items and cities.)

After returning to the classroom, the class can make a map showing some or all of the cities from which the grocery store gets its merchandise. The teacher could label each city with the mileage from Amity to that city. The student could order the cities from farthest to nearest.

CONCEPT: Addition **CODE:** 1.3 GM

ADDITION

ACTIVITY:

Make a class shopping list for a picnic.

Assign one or two items to each student.

Take a walk to the grocery store and find out cost of each item.

After returning to school, find out the total cost of the picnic.

CONCEPT: Estimating CODE: 2.1 GM

GROCERY STORE

ACTIVITY:

Take a trip to the grocery store, have students pick 2 items (one food, one non-food.) They could ask the owner of the store from where the items come. (Teacher should make a list.)

After returning to the classroom, the class could make a map showing mileage from Amity to the cities from where the products come.

CONCEPT: Addition **CODE:** 2.2 GM

GROCERY STORE

ACTIVITY:

Visit the grocery store and have the owner explain credit procedures at his store. Have children write down price of four foods.

After returning to the classroom, have students make credit book entries of the four foods they have on their list. (Help them with the total price.)

CONCEPT: **CODE:** 2.3 GM

ACTIVITY:

Before taking a trip to the grocery store, tell your students they have an imaginary dollar to spend, and they should see how many items they can get for their dollar. At the grocery store, the students make a list of their items and the cost of each.

After returning to the classroom, help the students add up their lists to see how close they come to spending exactly $1.00, what change they might receive, or if some might need additional money to pay for their purchases.

CONCEPT: Counting
Classification

CODE: 2.4 GM

GROCERY STORE

ACTIVITY:

Make a large box into a grocery store. Stock the store with empty cans, bottles, and boxes of grocery items. Put the store in a learning center and tell the students that they are to first count all the items in the store and then classify the items in some way (cereals, vegetables, fruits, dairy products, etc.)

CONCEPT: Multiplying **CODE:** 3.1 GM

ORANGES IN A POUND

ACTIVITY:

Visit the produce section at a grocery store. Discuss the scales and how a pound is registered. Put items such as oranges on the scale until you have a pound (as close as possible.) Have the students count the number of oranges in one pound. Then ask how many oranges you would need for two pounds etc. The students can check their answers by placing that number of oranges on the scale.

CONCEPT: Carrying and Borrowing In Money **CODE:** 3.2 GM

SPENDING MONEY

ACTIVITY:

Divide the children into pairs. Each pair should have a set amount of money to buy food items with. Each pair should try to spend their money without going over their set amount. The pair with the closest total to their set amount wins.

CONCEPT: Borrowing In Money and Making Change CODE: 3.3 GM

MAKING CHANGE

ACTIVITY:

Have the students place 5 items in a shopping cart. One student could be the grocer and add the items up on the cash register. They should give him more money than the total. He should then make change and count it out to his "customers."

CONCEPT: Measuring - Inches or Centimeters **CODE:** 3.4 GM

MEASURING

ACTIVITY:

Have the students measure different items, especially boxes which have been brought into the classroom from the grocery store.

CONCEPT: Volume CODE: 3.5 GM

VOLUME

ACTIVITY:

To develop the idea of volume have the children find a large empty box and a small empty box in a grocery store. Using cereal boxes, (or any unbreakable box) fill the small box completely full, having it level across the top. Take all the boxes out and place them in the larger box. The concepts of more than and less than may also be discussed.

CONCEPT: Multiplying CODE: 4.1 GM

ITEMS IN CASES

ACTIVITY:

Visit a grocery store on a day when an order comes in. Have the children count how many items are in a case. Then have them tell how many items would be in 3 of the same cases. They can count the items as the grocer takes them out of the cases to see if they were right.

CONCEPT: Multiplying CODE: 4.2 GM

INVOICE

ACTIVITY:

Have the students look at an invoice from a grocery store. Listed are how many items are in a case and the price of each item. The students should pick an item and find out how much one would cost. They should then multiply it by the number of items in a case to find out how much a case would cost the grocer.

CONCEPT: Division CODE: 4.3 GM

STORY PROBLEMS USING "CARDS"

ACTIVITY:

Go to the store ahead of time and make up the following type of problems:

If Downy Fabric Softner costs $2.32 for 64 ounces, how much does 1 ounce cost?

Have the students answer the problems you make up, then they can check their answers on their trip to the grocery store by looking at the cards under each product.

CONCEPT: Multiplying and Dividing CODE: 4.4 GM

POUNDS

ACTIVITY:

Visit the produce section of a grocery store. Have the children find out how many pounds of oranges cost $1.00. Then they can figure out how much one pound costs.

If items are sold by the pound, have the students figure out how many pounds they can buy for a dollar.

CONCEPT: CODE: 4.6 GM

CATEGORIZING

ACTIVITY:

Bring in a sack of groceries. Make groupings of the products. Suggested groupings:

1. Items $1.00 or less -- $1.01 or more
2. Items divisible by or multiples of 3, 4, 5, etc.
3. Contents: fruits, paper products, etc.
4. Consumable to non-consumable items.
5. Sections of the U.S. where products are produced.
6. Natural product -- man-made product.

CONCEPT: Weight - lbs. & oz/ or grams CODE: 5.1 GM

APPLE WEIGH

ACTIVITY:

(1) Find the biggest, juciest apple you can.

(2) Weigh the apply and record.

(3) Take a bite

Weigh it - record

Take a bite

Weigh it - record

Take a bite

Weigh it - record

Take a bite .....

CONCEPT: Perimeter **CODE:** 4.5 GM

PERIMETER OF ITEMS

ACTIVITY:

Have students measure the perimeter of various items such as a box of Cheerios.

CONCEPT: Weight - lbs. and ozs. **CODE:** 5.2 GM

GROCERY STORE

ACTIVITY:

A. Find the price of hamburger per pound.

  (1) How much would you pay for 2 lbs? 3 lbs? 5 lbs? 10 lbs?

B. Choose 5 packages of steak.

  (1) Add the 5 weights together.

  (2) Subtract the smaller weight from the larger.

    (a) Add the 5 costs together.

    (b) Subtract the smaller amount from the larger.

CONCEPT: Reading thermometer - Farenheit & Celsius   **CODE:** 5.3 GM

GROCERY STORE

ACTIVITY:

A. Go to the frozen food section and read the thermometer.

1. Record the temperature in Farenheit and Celsius.
2. What is the freezing point in Farenheit?
3. What is the freezing point in Celsius?
4. What is the difference between the freezing point and the temperature you found?

CONCEPT: Sets **CODE:** 5.4 GM

GROCERY STORE

ACTIVITY:

(1) List 7 vegetables in the produce section in set rotation. Call it set A

(2) Name 3 subsets of A.

(3) List the set of green vegetables. Call it set B

(4) List the set, C, of fresh fruit.

- (a) What is the union of sets A and B?
- (b) What is the union of sets A and C?
- (c) What is the intersection of sets A and B?
- (d) What is the intersection of sets A and C?
- (e) What is the cardinal number of set A?, B?, C?

CONCEPT: **CODE: 5.5 GM**

DATES

ACTIVITY:

Find expiration dates on grocery items. Figure time left for the item to be sellable.

CONCEPT: Circumference/Diameter **CODE:** 6.1 GM

LINE GRAPH

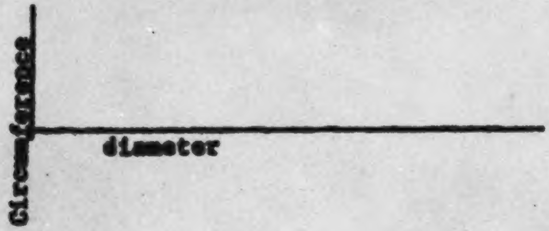
ACTIVITY:

The circumference of a circle is the distance around.

(1) Choose 10 oranges (varying sizes) and find the circumference of each to the nearest 1/8 inch. Record

(2) Now measure the diameter of each object.

(3) Draw a line graph of your results.



CONCEPT: **CODE: 6.2 GM**

VOLUME FIND

ACTIVITY:

(1) Find the biggest box of laundry soap you can find.

(2) Measure the length, width, and height. Record.

We find the volume of an object by multiplying the length by the width by the height. V = L X W X H

(3) Find the volume of the laundry soap.

(4) Choose one other item and find the volume.

(5) Optional - do this activity with metric measure.

CONCEPT: Volume CODE: 6.3 GM

ACTIVITY:

A. (1) Find 12 of your favorite foods.

(2) List them.

(3) Find their total price

(4) Find their total volume.

B. (1) Now select a box you could put all 12 items in.

(2) Box the items - try not to waste space.

CONCEPT: Weight - lbs. and ozs. **CODE:** 6.4 GM

GROCERY STORE

ACTIVITY:

A. Choose 5 tomatoes and weigh separately. Record findings.

(1) Add the 5 weights together.

(2) Subtract the smaller weight from the larger.

B. Record the cost per lb. of the tomato

(1) Weigh all tomatoes - record weight.

(2) Figure total cost of the 5 tomatoes.

CONCEPT: Percentage CODE: 6.5 GM

PERCENTAGES

ACTIVITY:

A. Find out what the margin percentage of the store is.

   (1) Choose 5 items. Record prices

   (2) Figure what the percentage is on each item.

B. Find out what the delivery percentage is of the store.

   (1) Choose 5 items. Record price.

   (2) Figure what the percentage of delivery is on each item.

[redacted]: CODE: 6.6 GM

ESTIMATING PROJECTED PRICES

ACTIVITY:

Choose one or more items from the grocer's shelf. Record or chart the cost. Project for cost at end of year (or every three months, etc.)

Variation: Work with transportation costs, projecting year end increases.

[redacted]: CODE: 6.7 GM

COMPARISON 9 Price - quality)

ACTIVITY:

1. Pick one canned product. Choose two or more brands. Compare price against what you are actually buying.
2. Pick one canned or packaged product that come in different sizes. Figure cost per ounce, gram or volume for each size. Which is the best buy?

CONCEPT: **CODE: 6.7 GM**

COMPARATIVE BUYING

ACTIVITY:

From ads or actual products determine the cheapest buy.

Example: 3 for a dollar - What is the cost of one?

2 for 59¢ - Regular price is 32¢ for 1.

etc.

CONCEPT: Beginning Sounds CODE: 1.1 GL

GROCERY STORE

ACTIVITY:

Take a trip to the grocery store. Tell the children before you leave that they will be looking for foods that contain a certain sound. Try to write down as many as possible as they find them.

After returning to school, have the list put on a chart with space enough by each food name for a picture cut from a magazine by students - (possibly a free time activity.)

CONCEPT: Role play CODE: 1.2 GL

GROCERY STORE

ACTIVITY:

Visit the grocery store and have the owner explain the credit system to the students. (In Amity the credit purchases are kept in small books with the persons names on them.)

After returning to the classroom, role play situations with clerk and customer. Have credit book models available for use by the students. Also items to be "purchased."

CONCEPT: Capitalization CODE: 2.1 GL

GROCERY STORE

ACTIVITY:

Take a trip to the grocery store, while the students are there they should copy down the complete name of some canned product. (Del-Monte Green Beans.)

After returning to the classroom, the students make posters advertising the product. Perhaps giving reasons why the product is good, the price, and the picture of the product.

CONCEPT: Dates CODE: 2.2 GL

GROCERY STORE

ACTIVITY:

Take a trip to the grocery store. Tell the students before leaving that they should look for two products with a date on them (either shelf life or date of packaging.) While they are at the store, the students should write down the name of the product and the date it has on it.

After returning to the classroom, make a chart listing the products and dates. Then divide the product into two types: 1. Shelf life or 2. Date of packaging.

CONCEPT: Creative writing **CODE:** 2.3 GL

GROCERY STORE

ACTIVITY:

Take a class trip to the grocery store. Have each student make a list of some of the foods he/or she sees. (You should stress getting foods from each basic food group.)

After returning to the classroom, help the students divide their lists into the basic food groups. Then they write a story about what they would fix for lunch using their basic food groups lists.

CONCEPTS: Descriptive Phrases **CODE:** 3.1 GL

GROCERY GUESS

ACTIVITY:

Blindfold one of the students. Hand the student an item found on a grocery shelf. By feeling the item the student should guess the shape. The other students may then give him clues as to what it is. Start out with easy items such as a cereal box or pop bottle and work up to cheese, meats, and cosmetics.

CONCEPT: Sequence - (Making a Puzzle) **CODE:** 3.2 GL

ACTIVITY:

Take an empty box such as a cereal box. Cut the front off the box. Cut the front into 6 or more puzzle pieces. (Children can cut their own.) Have the children put the pieces back in order.

Can use empty case boxes from the store.

CONCEPT: Base Word **CODE:** 3.3 GL

SMALL WORDS IN BIG WORDS

ACTIVITY:

Ask the students to find as many little words as they can find in a grocery store by looking at brand names. Example: Lipton - lip ton Bisquick - Big quick Carnation - Car nation.

CONCEPT: Adjectives CODE: 3.4 GL

DESCRIBING PRODUCTS

ACTIVITY:

On a trip to the grocery store, choose various items to have the children describe. Such as a Cheerios box: yellow, cardboard, bright, big, small, etc. Emphasize that all these words are adjectives.

CONCEPT: Following Directions CODE: 3.5 GL

FOLLOWING DIRECTIONS

ACTIVITY:

During a trip to the grocery store have each child locate any specific item they want. Have them take notes on where it is located. When they return to the room, have them write down directions on how to find the item they chose.

On a return visit to the same store, have the children exchange directions and see if they can follow the directions to the given item.

The teacher can give directions to follow on the first visit for an example.

CONCEPT: Opposites CODE: 4.1 GL

OPPOSITES

ACTIVITY:

Have children find opposites in a grocery store such as sweet and sour items.

Candy	Pickles
Cake	Lemonade

Hot	and	Cold
Pepper		Ice Cream
Tobasco sauce		Popsicle

Solid	and	Liquid
Butter		Milk
Cheese		Cream
Chocolate bar		Syrup

Smooth	and	Rough
Syrup		Nuts
Juice		Celery
Mayonnaise		Chicken

CONCEPT: Giving an oral presentation CODE: 4.2 GL

SALESMAN FOR A DAY

ACTIVITY:

Each child should choose one unusual grocery item (pickled pig's feet) and try to sell it to the class when they return to the classroom. He must tell why his product is so good and why it is better than another product.

CONCEPT: Categorizing CODE: 4.3 GL

CATEGORIES

ACTIVITY:

Use one main category such as: vegetables, meats, fruits, breads. Have children place items in the correct category, orally or on paper. Brand names can be included or just common names.

Use a category, such as soap, and list all items by brand name only. Example: Lifebuoy, Dial, Ivory, Palmolive, etc.

Items can be listed alphabetically like on an invoice. Check invoice in grocery story. Children can make up an invoice when they return. Each student could do a page and combine when finished.

CONCEPT: Abbreviations CODE: 4.4 GL

ABBREVIATIONS

ACTIVITY:

Ask to see an invoice on a trip to the grocery store. Go over it with the students paying special attention to the abbreviations. Notice that all abbreviations end with a period. See if children can figure out the whole word on as many as you have time for.

CONCEPT: Abbreviations CODE: 4.5 GL

CARDS AND ABBREVIATIONS

ACTIVITY:

In many of the larger grocery stores there is a card, under each item, attached to the shelf. These are on the card:

How much per lb., or oz., or sq. yd., etc.

How many are in a case

Weight - wt.

Name of item

Code number (used by store for re-ordering)

Discuss the abbreviations used on the card.

CONCEPT: Singular/plural **CODE:** 5.1 GL

SINGULAR/PLURAL

ACTIVITY:

(1) Make a list of as many food items you can find in the dairy section, fresh vegetables, canned foods. The list should be the nouns in singular form.

(2) Next to the singular noun, write the correct plural form of the word.

CONCEPT: Abbreviations **CODE:** 5.2 GL

ABBREVIATIONS

ACTIVITY:

(1) Examine carefully packages of cereals.

(2) List all abbreviations printed on the packages. This would include weights, cities, states, companies,.....

(3) Next to the abbreviation write the entire word.

CONCEPT: **CODE: 5.3 GL**

ACTIVITY:

Capitalization - Proper Adjectives in Titles

(1) Go to a specific section (Example: Cereals)

(2) List names of cereals.

(3) List proper adjectives you may find. Then proceed to a different section.

CONCEPT: Advertisements **CODE:** 5.4 GL

ACTIVITY:

(1) Choose a product from the store.

(2) Think of a slogan to sell the product.

 (a) Make sure it is a "catchy" slogan so people will remember.

(3) Make a poster using the slogan. Also, the poster should have a good picture.

CONCEPT: Writing Numbers CODE: 5.5 GL

NUMBER PLEASE

ACTIVITY:

(1) List 5 prices from products.

(2) Write out the prices in words using correct form of number writing.

(3) List 5 numbers that are not prices that you see in the store.

(4) Write out the numbers in words using correct form of writing numbers.

CONCEPT: Capitalization of Titles **CODE:** 6.1 GL

ACTIVITY:

Find the magazine section of the grocery store.

(1) Write correctly the names of at least 5 magazines or newspapers.

(2) Write the names of 5 frozen foods.

(3) Write the names of 5 canned foods.

CONCEPT: Syllabication **CODE:** 6.2 GL

3-SYLLABLE WORDS

ACTIVITY:

Using the products in the grocery store

(1) Make a list of all the 3 syllable words you are able to find.

(2) Divide the words into syllables.

(3) Alphabetize your list.

CONCEPT: Haiku **CODE:** 6.3 GL

WHO CAN HAIKU?

ACTIVITY:

A Haiku is a Japanese verse pattern. A Haiku has 3 lines. There are 5 syllables in the 1st and 3rd lines and 7 in the second.

A Haiku expresses a feeling or describes something. Your task is to write a Haiku about one section of the grocery store. i.e. vegetables, dairy, canned foods, meats.

CONCEPT: **CODE: 6.4 GL**

BUSINESS LETTER

ACTIVITY:

The grocery store has a job opening that you would really like to have. Write a letter to the manager stating your qualifications for the job and why you would be the best person for the job.

Use correct business letter form!

CONCEPT: Abbreviation **CODE:** 6.5 GL

ACTIVITY:

(1) Ask for an invoice.

(2) List all abbreviations on the invoice.

(3) After the abbreviation write out the word correctly.

CONCEPT: **CODE: 6.6 GL**

ADVERTISING

ACTIVITY:

Choose a product that you would like to produce or sell. Using the container, recover if a can, or cut out of new paper if a carton.

Re-design the product's container as though you were to present it to the president of the company for a new advertising approach.

CONCEPT: Estimating linear measurement **CODE:** 1.1 HM

HARDWARE

ACTIVITY:

Obtain a few nails of varying lengths. In the classroom give the nails to the students and have them come to the front of the room in order of the longest length to the shortest (or vice versa.) Some of them will have to compare nails before coming up. (Perhaps the teacher could have those students stand who think their nails are next in order and eliminate those who aren't next by comparing lengths of nails.)

CONCEPT: Oral directions
Number meanings

CODE: 1.2 HM

HARDWARE

ACTIVITY:

Draw a ladder with ten steps on the board.

Tell the children to draw the ladder on their papers. (Or prepare a ditto for them.) Children listen and perform these oral directions:

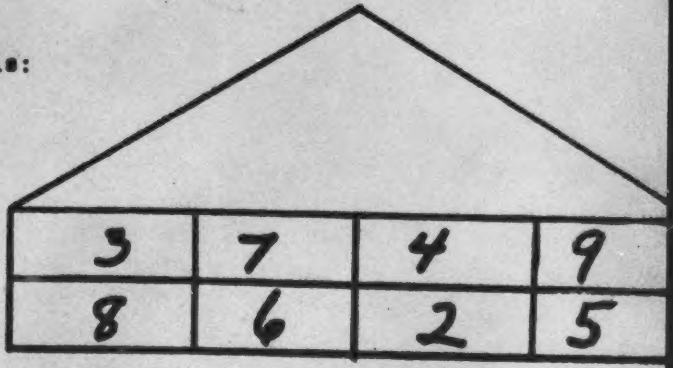
1) Number the ladder steps from 1 to 10. Put number on each step.
2) Put an "x" on the first step.
3) Put a "v" on the tenth step.
4) Put red lines on the second, third, and fourth steps.
5) Put brown lines on the seventh and eighth steps.
6) Color the fifth step yellow.
7) Put 3 blue flowers on the sixth step.

CONCEPT: Counting 1 - 10 **CODE:** 1.3 RM

HARDWARE

ACTIVITY:

Draw on the board a diagram like this:



3	7	4	9
8	6	2	5

Tell the class to pretend they are displaying tools in a hardware store. The number in each box tells how many tools go there. The teacher then points to the box, and a child comes up to the board and places the appropriate number of checks in the box. The child could also name the tools he would display in the box.

CONCEPT: Counting CODE: 2.1 HM

HARDWARE

ACTIVITY:

Place a certain number of nails (screws, tacks, etc.) in a clear plastic (or glass) container with a removable lid. Place the container in the activity area of the classroom and tell the students that during their free time they may count the nails and record the number they count and their name on a slip of paper. At the end of the day the teacher checks the papers and sees how many of the students counted the correct Magic Number. She then chooses one of the winners to place a new Magic Number of nails in the container for another contest the next day.

CONCEPT: 1. Ordering numbers **CODE:** 2.2 HM
2. Number sequence
3. Counting

HARDWARE

ACTIVITY:

Before going to the hardware, divide class into groups of two. Tell them they will be counting partners and that they should decide on some item they will count when they get to the hardware. After arriving at the hardware, the partners should find their item and count for 5 to 7 minutes. The partners record the number of items they counted, and after returning to the clasroom the class orders all the numbers from largest to smallest. Partners also orally tell what number comes before and after their number.

CONCEPT: Ordering numbers
Number meanings

CODE: 2.3 HM

HARDWARE

ACTIVITY:

Take a trip to the hardware. Tell the children to find and list an item which costs a dollar or less. After returning to the classroom, make a chart which lists the items from most expensive to least expensive. Leave space by the prices for writing the "number words" for the item. For example:

Thumbtacks 35¢ Thirty five cents

Have each child copy the number words for his or her item. "Matching" worksheets might be a good follow-up.

CONCEPT: Carrying CODE: 3.1 HM

PLANNING A GARDEN

ACTIVITY:

Have each student plan a garden. They should list all the names of seeds they need on a piece of paper. On a visit to a hardware store they should write down all the prices for their seeds. They should then add up how much all their seeds would cost them.

CONCEPT: Carrying CODE: 3.2 EM

USEFUL THINGS

ACTIVITY:

Each student should visit a hardware store and make a list of everything they can use and its price. They should then total all of their list and find out how much everything they can use will cost them.

CONCEPT: Graphing CODE: 3.3 HM

PUMPKIN PLANTING

ACTIVITY:

When the students are at the hardware store finding the cost of their seeds, have them purchase some pumpkin seeds (or any easy growing seed.) Plant the seeds in milk cartons and make graphs showing:

1) The time it takes for the plant to appear.

2) The growth of the plant.

Use rulers to measure the plants.

CONCEPT: Measuring CODE: 3.4 HM

"THINGS" THAT MEASURE

ACTIVITY:

Have the students visit a hardware store. They should look for "things" that measure such as - a bucket measures gallons, a pitcher measures gallons, a scale measures pounds and ounces, a ruler measures inches, etc. Make a list naming the "thing" and what it measures.

CONCEPT: Counting **CODE:** 3.5 HM

IMPOSSIBLE TO COUNT

ACTIVITY:

Visit a hardware store. Each student should have a clipboard, pencil, and paper. They should list anything they see that would be impossible to count in a reasonable length of time (nuts, bolts, screws, etc.) Later discuss why we don't count these things and how they are sold.

CONCEPT: Measurements **CODE:** 4.1 HM

WAYS YOU CAN BUY THINGS

ACTIVITY:

Make a class list of all the ways you can buy things such as - pound, dozen, pair, gram, drum, gross, score, etc. Then visit a hardware store and have each student list all the things they can find that are bought that way.

CONCEPT: Measurements

CODE: 4.2 HM

SACK TIME

ACTIVITY:

Visit a hardware store and try to obtain one of each size of sacks. Find the length, width, area, volume, and perimeter of a sack. Discuss why some sacks are thicker than others. See if a 25 lb. sack will hold 25 lbs. of rocks, grass, paper, groceries, water, etc.

CONCEPT: Geometry CODE: 4.3 HM

LINE SEGMENTS

ACTIVITY:

Have the students visit a hardware store and make a list of at least 10 line segments. They should estimate the length of each line segment and then measure each one if it is possible.

The students can also make a list of curved line segments.

CONCEPT: Geometry **CODE:** 4.3 HM

LINE SEGMENTS

ACTIVITY:

Have the students visit a hardware store and make a list of at least 10 line segments. They should estimate the length of each line segment and then measure each one if it is possible.

The students can also make a list of curved line segments.

CONCEPT: Carrying and Borrowing CODE: 4.4 HM

HARDWARE SHOPPING

ACTIVITY:

Obtain advertisements from a hardware store. Have each student find 5 things in it that they would like to buy for their father or mother. They should then add up their purchases. Usually, there is a sale price and a regular price in an advertisement. The students can add up the regular price and the sale price, and compare them to see how much money they saved by waiting for a sale.

CONCEPT: Measuring and Counting CODE: 4.5 HM

BUILDING SAWHORSES

ACTIVITY:

Have a group of students design and build a set of sawhorses for use in school. They should make a list of all the things they need and purchase it at a hardware store (except for the lumber which could be brought from home.) They will have to decide on how many nails to buy and what sizes are needed. How many sawhorse brackets are needed? The students can measure and construct the sawhorses with supervision.

CONCEPT: CODE: 5.1 HM

HARDWARE STORE

ACTIVITY:

Go to the hardware store. See how much you will have to spend to buy these items:

1) 12 lbs. of nails will cost ______. Nails are ______ a lb.

2) 45 lbs. of nails will cost ______. Nails are ______ a lb.

3) 125 lbs. of nails will cost ______. Nails are ______ a lb.

4) 5 gallons of Latex paint will cost _____. Latex Paint costs ______ a gallon.

5) 12 gallons of Latex paint will cost _____. Latex Paint costs ______ a gallon.

6) 25 gallons of Latex paint will cost _____. Latex Paint costs ______ a gallon.

CONCEPT: Shapes CODE: 5.2 HM

HARDWARE STORE

ACTIVITY:

Name objects found in the hardware store that have the following shapes:

Cube

Trapezoid

Pyramid

Cone

Make a poster of each shape and the objects you found to be that shape.

CONCEPT: Estimating CODE: 5.3 HM

HARDWARE STORE

ACTIVITY:

How good are you at estimating? Go to the hardware store and let the store owner know what you are doing.

1) Grab a handful of nails and guess how much the handful weighs. Record.

2) Now actually weigh them. Record.

3) Do this 5 times using different kinds of nails if possible.

4) Make a graph of the data you collected.

CONCEPT: Purchasing **CODE:** 5.4 HM

HARDWARE STORE

ACTIVITY:

Planning a garden - 100 feet long, 50 feet wide, you will use the hardward store to buy materials to plant a garden and compute the total cost.

1) Make a list of tools, supplies, merchandise and anything else you will need. Be thrifty. Do not buy something you do not need. But be thorough.
2) Decide how much merchandise you will need. Example: seeds - how many you buy will depend on how much of the crop you want.
3) Find and record prices.
4) Total the prices of all merchandise purchased.

CONCEPT: Metric **CODE:** 5.5 HM

HUNTING METRICS

ACTIVITY:

Need - metric measure

There are many objects of different lengths in a hardware store. Find 2 objects that are exactly or very near the lengths given. Write the name of the object.

1. 1 metre
2. 1 centimetre
3. 1 millimetre
4. 10 centimetres
5. 25 millimetres
6. 150 millimetres
7. 2 metres
8. 25 centimetres
9. 1 decimetre
10. 3 decimetres

CONCEPT: **CODE:** 5.6 HM

FIGURING COST OF MATERIALS

ACTIVITY:

Develop skills of order materials through a building project. Example: Wood hanging planter. How much lumber?

How many nails? Size? Will it be cheaper to buy nails prepackaged or weighed?

What size sandpaper? What is the difference?

What types of finish are suitable? Which one? How much?

How much chain or rope will it take to hang it? Cost per foot? Total cost?

CONCEPT: Measurement - centimetre/ decimetre **CODE:** 5.7 HM

METRIC SCAVENGER HUNT

ACTIVITY:

Try to find the following items:

1) Something over 1 decimetre long.

2) Something about 2 decimetres wide.

3) Something about 2 centimetres wide.

4) Something less than 1 decimetre wide.

5) Something about 1 decimetre long

6) Something about 25 cm long.

Measure each item. Record. How many items could you find?

CONCEPT: CODE: 6.1 HM

HARDWARE

ACTIVITY:

Go to the hardware store and talk to the owner or manager about the expenses the store has. Make a list of (1) what the expenses are and (2) the amount of money paid to the expense.

On graph paper make a graph of the expenses. Be sure to label all parts of the graph.

CONCEPT: Metric Measure CODE: 6.2 HM

HARDWARE

ACTIVITY:

Go to the hardware store and choose 10 nails of various sizes.

1) Number each nail and number your paper.
2) Estimate the length of the nails in centimeters - record.
3) Estimate the length of the nails in millimeters - record.
4) Measure each nail accurately in centimeters - record.
5) Measure each nail accurately in millimeters - record.

CONCEPT: Addition with Dollars **CODE:** 6.3 HM

HARDWARE STORE

ACTIVITY:

You have just won 1st prize in the "Hardware Store Sweepstakes." Your prize is to purchase exactly $750.00 worth of merchandise in the Hardware store. You may not spend a penny more or less than $750.00 and you must do it in 30 minutes or less or your prize will be forfeited.

List each item and its cost on a piece of paper.

CONCEPT: Lines **CODE:** 6.4 HM

HARDWARE STORE

ACTIVITY:

Go to the hardware store.

1) Make a list of 15 line segments you find.

2) Make a list of simple curved lines and draw them on construction paper.

3) Make a list of closed curved lines and draw them on construction paper.

CONCEPT: Area **CODE:** 6.5 HM

HARDWARE STORE

ACTIVITY:

Need measuring sticks.

How do you decide how much paint is needed to paint a room?

First the surface area to be painted must be calculated. The surface area of each wall is measured and then added to the areas of the other walls. (1 quart of paint covers about 100 square feet.)

1) Calculate the wall surface area of your classroom. (measure each wall for its height and length and multiply.)
2) Determine how much paint you will need to paint the walls of your classroom.

Variation: Determine dimension of your room at home. How much paint will it take? What is the cost?

CONCEPT: Oral sharing/ describing CODE: 1.1 HL

HARDWARE

ACTIVITY:

The students are to pretend they are a certain carpenter's tool. (Perhaps the teacher could whisper to the student the name of a tool that he or she is to pretend to be.) The student then gives hints about the size, shape, use, etc., of the tool and picks some other student to guess the riddle.

For Example: I am long and skinny.
I help makes screws tight.
I come in many sizes.
What am I? (Screw driver)

Variation: Perhaps at first the teacher could make the riddles and pick students to guess or put the riddles on cards for a free time activity.

CONCEPT: Creative/dramatics CODE: 1.2 HL

HARDWARE

ACTIVITY:

Take a trip to the hardware store. Make a list of common tools found there. After returning to classroom, students pantomine workers using each tool, letting the rest of the class guess which tool is being used.

CONCEPT: Alphabetical order **CODE:** 2.1 HL

HARDWARE

ACTIVITY:

Take a trip to the hardware store. Students can make a list of common tools they see.

After returning to the classroom, students put their lists in alphabetical order.

CONCEPT: Oral sharing
Categorizing

CODE: 2.2 HL

HARDWARE

ACTIVITY:

Take a trip to the hardware store. Before leaving tell the children that you are going to be looking at ladders. While at the hardware, have the children list information about each kind of ladder (height, material from which it is constructed, price, etc.) After returning to the classroom, categorize on the board the ladders by size, price, material, etc. Have the students decide on a job that would require use of a ladder. Let them pick one of the kinds of ladders from the list and give reasons why he or she chose that particular kind of ladder.

CONCEPT: Writing **CODE:** 3.1 HL

HARDWARE GUESS

ACTIVITY:

Have the class visit a hardware store. Each student should pick out one thing they want to write about. After returning to the classroom, they should describe their things on paper. They should tell the color, size, shape, etc.

The children should be given the opportunity to read their description to the class and see if the other students can guess what it is.

CONCEPT: Vocabulary **CODE:** 3.2 HL

HARDWARE WORDS

ACTIVITY:

Have the students take a clipboard or something to write on and visit a hardware store. The children should write down at least 20 names of things they see in the hardware store. When they return to school they should check the spelling of their words and make a "hardware words" poster. Each child should write their words on a piece of colored paper and cut them out. Then they should glue them on a large piece of tagboard. (Teacher should assign words to avoid duplication.)

CONCEPT: Alphabetizing **CODE:** 3.3 HL

ALPHABETIZING HARDWARE WORDS

ACTIVITY:

Visit a hardware store. The students should write down at least 20 things they see in the hardware store (see card #1.) Back in the classroom have the students list all the things they found in alphabetical order.

CONCEPT: Following Directions **CODE:** 4.1 HL

WHERE IS IT?

ACTIVITY:

Have the students visit a hardware store. They should pick out any one "thing" they want to in the store. They should make special note as to where their "thing" is located in the store. Back in the classroom they should write up a set of directions telling how to find their "thing." They should also include the color, size, and price of it. The teacher can collect the directions and see if she can locate each "thing" in the hardware store. Or the students may wish to exchange directions and see if they can find each others "things" in the hardware store.

CONCEPT: Creative Writing **CODE:** 4.2 HL

INVENTING

ACTIVITY:

Tell the students they are going to create a new invention by pretending to use things they find in a hardware store. The students should then visit a hardware store and make a list of all the things they will need for their invention. Back in the classroom they should write a story about their invention and the purpose it serves. In their story, they should also include what their invention is made of. The students can illustrate their story.

CONCEPT: Creative Writing
Cursive Writing

CODE: 4.3 HL

HARDWARE TOOLS

ACTIVITY:

Following a trip to the hardware store, have the students make up riddles about the tools they saw.

Example: I am used to pound nails. I can sometimes take nails out of wood. A carpenter likes to use me. (Hammer.)

Make sure they include a worker who uses the tool in their riddle. Stress good cursive writing. When finished let the students share their riddles with the class.

CONCEPT: Spelling and Vocabulary **CODE:** 4.4 HL

HARDWARE CROSSWORD

ACTIVITY:

After visiting a hardware store, have the children make a crossword puzzle. They can use the definitions of things they observed in the hardware store. The students can put their puzzles on large-squared graph paper. When everyone has made a puzzle, the students can trade puzzles and see how many they can answer.

CONCEPT: Gathering Information **CODE:** 4.5 RL

KINDS OF NAILS

ACTIVITY:

Have the students take a clipboard, pencil, and paper to a hardware store. They should find one item such as nails or hinges and list all of the different kinds of nails that there are.

CONCEPT: Communications CODE: 5.1 HL

HARDWARE

ACTIVITY:

1) Place in a small paper bag objects from a hardware store. i.e. hammer, nail, screwdriver.

2) Give each student a bag containing an object.

3) Ask students to peek at the objects and write a creative description without naming the object. Be imaginative, bringing the object to life.

4) Have students read what they have written to the class and have the other students guess what the object is.

CONCEPT: Creative Dramatics CODE: 5.2 HL

HARDWARE STORE

ACTIVITY:

Have students take turns playing the role of a Hardware store owner dealing with a mad customer who is returning an item that he purchased at the store that is now broken.

Have students take turns playing the role of the mad customer who is returning the broken item.

CONCEPT: Word Origins **CODE:** 5.3 HL

HARDWARE STORE

ACTIVITY:

1) Make a list of nouns found in a hardware store.

2) Look the words up in the dictionary to find their word origin.

Example: hoe - Old French houe and German haue

hammer - Middle English hamer

Old English hamor

German - hammer

3) Make a chart of the different origins.

CONCEPT: Report **CODE:** 5.4 HL

HARDWARE STORE

ACTIVITY:

1) Choose an electric or non-electric device found in a hardware store.
2) Write a report step by step on how this device works.
3) Now demonstrate to the class how this device works.

CONCEPT: Observation CODE: 5.5 RL

HARDWARE STORE

ACTIVITY:

Let a student have an opportunity to visit a hardware store. During the visit the student will study the inside of the store. He will describe orally to the class what the store looked like, size, color, etc.

He should be specific enough to paint a true picture to the class what the store looked like.

CONCEPT: Interview **CODE:** 6.1 KL

HARDWARE STORE

ACTIVITY:

Interview the hardware store owner or manager. Here are sample ideas to ask about.

1) Qualifications needed to be hired.
2) Record keeping methods.
3) Dealing with customers.
4) Advertising.
5) How to determine the products to sell and what brands.
6) How are prices determined:
7) How much profit does the store make?
8) What is the overhead?

CONCEPT: Communication CODE: 6.2 HL

HARDWARE STORE

ACTIVITY:

Give each member of the class a piece of paper and a pencil. Choose one student to come to the front and describe an object from a hardware store. It would be easier for the student describing the object if he were actually looking at it. Instruct the other students to draw what they think the objects is. The student describing the object may not give the objects name or use.

CONCEPT: Categories **CODE:** 6.3 HL

HARDWARE STORE

ACTIVITY:

1) Make a long list (about 25) of objects that come from a hardware store.

2) Work as a group or individually to put the objects categories. Give each category a name.

3) Make a grid for your categories.

CONCEPT: Reporter **CODE:** 6.4 HL

HARDWARE STORE

ACTIVITY:

Have the students report to the class how the hardware store is "planned."

1) Organization of merchandise and materials.

2) How the store owner planned the space available.

3) Why merchandise was placed at certain locations.

Use drawings to follow your report.

CONCEPT: Report **CODE:** 6.5 HL

HARDWARE STORE

ACTIVITY:

Choose a "modern day" tool from a hardware store. On paper describe the tool (physical features) and tell how it is used.

Now think back to Pioneer days. Was this tool used then? If not, write what they might have used in its place, if anything. If they did use it - write what it looked like then and how they used it.

CONCEPT: **CODE: 6.1 PM**

PAY SCALE

ACTIVITY:

Make a payroll for the jobs within a business.

Example:

Job	Salary
Stock clerk	$
Bookkeeper	$
etc.	$
Weekly total payroll	

What would be the monthly payroll budget? ________________

What would be the yearly payroll budget? ________________

Find out pay raises and figure a different payroll budget.

CONCEPT: **CODE: 2.1 PL**

RIDDLES

ACTIVITY:

After a field trip have student make up riddles about workers. Share with group.

CONCEPT: **CODE: 3.1 PL**

INTERVIEWING

ACTIVITY:

Purpose: To acquaint students with stores, division of labor and services in the neighborhood.

Take a walk through the downtown business area. On return, discuss what they observed and list under 2 columns on board.

Producers of Goods	Producer of Services

To find out more about each business, 2 children can choose which store they would like to visit and personally interview. The class, as a whole, plans what an interview would include, and a copy is given to each child as a guide. Oral reports to the class can follow each interview. A large piece of cardboard is a good canvas on which to paint the store they visited. Paper stick dolls depicting the workers needed to run the business can be placed alongside or in front. As stores are visited neighborhood in room grows with student awareness.

CONCEPT: **CODE: 4.1 PL**

PARAGRAPHING

ACTIVITY:

After interviewing a working member of the community the student will write a report by paragraphing the following information:

The job description

Tools of the job

Skills

Education needed

Why they work

CONCEPT: CODE 4.2 PL

5 W's

ACTIVITY:

After field trip or viewing pictures taken of local workers, investigate: who, where, when, why, what, how

Example: A. Learning to do their job

B. On the job

C. Tools

CONCEPT: **CODE: 5.1 FL**

OUTLINING

ACTIVITY:

Through student interviewing local businesses fill in the following outline:

Businesses

I. Name of business

A. Jobs
1.
2.

B. Tools/ Equipment
1.
2.
3.

C. Skills

D. Education

etc....

CONCEPT: Language **CODE:** 5.2 PL

WRITING REPORT

ACTIVITY:

Plan and give a deal or make believe tour of your community to invite guests. If the community is old, include what the community was like when it began. If it is new, tell how people have changed the land.

In planning the tour, your class should choose some stopping places. At each of these places pupils acting as tour guides should give brief talks about the place.

CONCEPT: **CODE:** 5.3 PL

WANT ADS

ACTIVITY:

Think of a job you would like someone to do for you or for a business firm. Write and design your own ad. (Use your local newspaper classified ad section as a resource.)

Placing a want ad in the newspaper costs money, so ads say a lot in a very few words. They usually include:

A headline (telling the type of job);	CLERK
A job description (outlining the skills needed	Operate 10-key adder, sharp with numbers, lite typing.
Salary (how much money per week or month);	Starts $375.00 month
Location of work (place & phone number of business.)	2040 Woodlawn Dr. Marymount 947-3467

CONCEPT: **CODE: 6.1 PL**

ALPHABETIZING

ACTIVITY:

Make a collection of donated discarded business letters from local businesses. Have the students file them alphabetically.

CONCEPT: **CODE: 6.2 PL**

INTERVIEWS

ACTIVITY:

Conduct interviews of your own. Choose people of various occupations and find out about: Pay

Working conditions and environments

Satisfactions and liabilities

Prospects for advancement

Develop a chart which summarizes all the information you have gathered and share it with the rest of the class.

CONCEPT: **CODE - PL**

A.V. AIDES

ACTIVITY:

1. Make a tape of activities, problems to solve.
2. Develop bulletin board around workers in down town areas.
3. Listen to T.V., radio. How to various voices (speaking ability) help?
4. Gather menus from restaurants, bank forms, ordering forms, any business form which can be utilized in the classroom.

CONCEPT: Place Value **CODE:** 1.1 RM

RESTAURANT

ACTIVITY:

Take a trip to a local restaurant, have the children look at the menu and find two items(priced under $1.00). Help the students list their items and prices.

After returning to the classroom, let each student orally tell the items and prices with emphasis on how many tens and ones each price contains. The teacher might list items and prices on a chart as each student has his/her turn.

CONCEPT: Shapes **CODE:** 1.2 RM

RESTAURANT

ACTIVITY:

After discussing a menu from a local restaurant, make a list of some of the foods.

Using the basic geometric shapes, have the students construct some of the foods (i.e., ice cream cone could be a circle and a triangle, donut could be two circles, etc.)

CONCEPT: Addition **CODE:** 2.1 RM

EATING OUT

ACTIVITY:

Student: Plans a meal for each member of his/her family. Computes cost of each meal; total cost of all meals.

CONCEPT: Ordering numbers
Greater and less

CODE: 2.2 RM

RESTAURANT

ACTIVITY:

(1) Students look at menus and arrange the items from most expensive to least expensive.

(2) Students pair items and decide which of the pair is greater in cost than the other.

CONCEPT: Fractions **CODE:** 2.3 RM

RESTAURANT

ACTIVITY:

Visit the local drive-in restaurant. Have the students watch hamburgers being prepared. Find out how much ground beef is in each hamburger patty.

After returning to the classroom, have students divide into three groups: (1) Quarter Pounders (2) Third Pounders (3) Half Pounders. Have each group find out how many hamburgers they can get per pound of ground beef. Then each group could find out how much ground beef they would need for their group to have one hamburger to eat. Perhaps the teacher could figure out the cost of the ground beef and display on the board.

CONCEPT: Money CODE: 2,4 RM

RESTAURANT

ACTIVITY:

After discussing a menu from a local restaurant, a class activity could be for each student to choose an item from the menu and figure out: (1) How many half dollars one might need to buy the item. (2) How many quarters? (3) How many dimes? (4) How many nickles? Teacher might record students' findings on a chart.

CONCEPT: Addition **CODE:** 2.5 RM

BIRTHDAY PARTY

ACTIVITY:

Student: Plan a birthday party to be held at the Drive-in. Decide on the number of people to invite and what items each will have. Compute cost of each and total cost of party.

CONCEPT: Borrowing in Money CODE: 3.1 BM

CHANGE FROM A DESSERT

ACTIVITY:

Have the students take $1.00 each to a restaurant. After reading the menu, have each student purchase one dessert type item such as a banana split or a sundae. Each student should figure out what their change should be. They can check their answer when they pay their bill.

CONCEPT: Making Change **CODE:** 3.2 RM

CHANGE FROM A CHECK

ACTIVITY:

After the students have eaten a meal at a restaurant, have them take their checks up to the cash register. One student can be the cashier and make change for everyone as they pay their bill, or students can make their own change.

CONCEPT: Place Value **CODE:** 3.3 RM

PLACE VALUE IN PRICES

ACTIVITY:

During a visit to a restaurant, have the children read the prices on a menu according to place value. They can also read the prices and total on the check by place value.

CONCEPT: Time CODE: 3.4 RM

TIMES IN A RESTAURANT

ACTIVITY:

On a visit to a restaurant, have the students ask the employees to tell at what time various things happen. Examples: What time is the busiest in the morning? -in the afternoon? - at night? When do you come to work? At what time does the meat man come? etc.

The student should carry a clipboard and write the times down. When they return to the classroom, they should draw clocks and put the correct times on them.

CONCEPT: **CODE: 4.1 RM**

HOW MANY CAN I BUY?

ACTIVITY:

Each student should have a set amount of money to spend. ($1.00). From looking at a menu they should figure out how many cups of pop they can buy for $1.00 or how many Ice Cream cones they can buy for $2.00 etc.

Some of the students may enjoy buying these things for their friends.

CONCEPT: Carrying CODE: 4.2 RM

CHECK TOTALS

ACTIVITY:

Have each child order a meal from a menu. They should each have the same amount to spend. Have them figure out their total bill. When the waitress brings the check they can check their answers to see if they are right. OR.....

Ask the waitress to give each student their own blank check. Each student fills out the check with what they ordered and the price of each item. They should also figure out the total cost.

CONCEPT: Fractions **CODE:** 4.3 RM

RESTAURANT FRACTIONS

ACTIVITY:

Ask the students to look at a menu and find foods that are sold by weight. Ask them how many quarter-pound (1/4) hamburgers they would have to buy to have a pound of hamburger. How many 8 ounce steaks would they need to buy to have a pound of steak, etc.

CONCEPT: Bar Graph CODE: 4.4 RM

MAKING A BAR GRAPH

ACTIVITY:

Have each student choose five items on a menu. They should be from the same category. Such as sandwiches: Hamburger, Hot Turkey, Roast Beef, Bacon, Lettuce and Tomato, and Grilled Cheese. Using a clip board, the students should interview the other students or people in the restaurant as to which sandwich they like best. When they return to the classroom they should use their findings and construct a bar graph.

CONCEPT: Multiplying **CODE:** 4.5 RM

CHICKEN IN A BUCKET

ACTIVITY:

Have the students ask the cook in a restaurant (Kentucy Fried Chicken) how many pieces of chicken are in a bucket. Ask the students - if an order came in for 4 buckets of chicken, how many pieces would the cook need, etc. There are various ways to order chicken depending on how many pieces the customer needs. Many problems can be made up for orders by looking at a menu.

CONCEPT: Additional Money **CODE:** 5.1 RM

OUT TO DINNER

ACTIVITY:

Look at the menu.

Order dinner for 4 people. Include a drink and dessert.

Use an order blank to list the items.

Record the total cost.

CONCEPT: Problem Solving/Multiplication **CODE;** 5.2 RM

ORDERING FOOD

ACTIVITY:

(1) Find out how much of the following items the restaurant uses in one day.

(a) bread
(b) milk
(c) meat
(d) coffee

(2) Figure out how much you would need to order for one week.

(3) Figure out how much you would need to order for one month.

CONCEPT: Line Graph CODE: 5.3 RM

LINE GRAPH

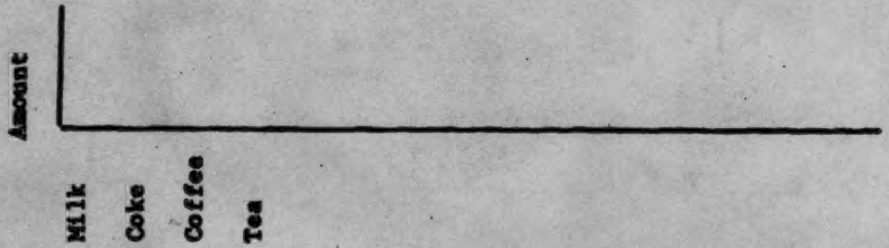
ACTIVITY:

(1) List the different type of drinks on the menu.

(2) Determine the amount the restaurant needs of each drink per week.

(3) Determine the cost per week

(4) Place on a line graph



CONCEPT: Addition with money **CODE:** 5.4 RM

OUT TO DINNER

ACTIVITY:

Look at the menu.

Order dinner for yourself. Include a drink and dessert.

Use an order blank to list the items.

Record the total cost.

CONCEPT: Addition and multiplication
Operations with money
Making change

CODE: 5.5 RM

DOLLARS AND CENTS

ACTIVITY:

(1) Choose breakfast for two people.

(2) List prices and total costs.

(3) Pay the cashier with a $10.00 bill.

(4) How much change will you receive? Record number of pennies, nickles, dimes, quarters, dollars.

(5) How much change will you receive when paying with a $20.00 bill?

CONCEPT: Percentage **CODE:** 6.1 RM

DECIMAL

ACTIVITY:

(1) Find out the percentage of profit.

(2) Figure out one complete meal.

  a) drink, main dish, dessert

(3) Determine the total cost.

(4) Determine the profit for the restaurant.

CONCEPT: Bar Graph **CODE:** 6.2 RM

ACTIVITY:

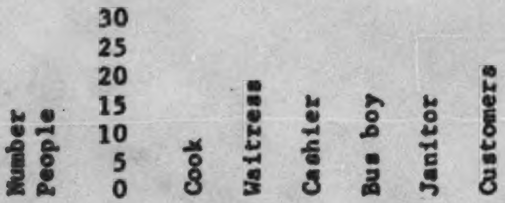
Suppose you are opening a restaurant like the one you are visiting.

(1) Determine the opening and closing hours - record total number of hours.

(2) Determine approximate number of people that will be coming in per day. Record.

(3) Determine the exact number of exmployees you will need each working day.

(4) Record on a bar graph



CONCEPT: Problem Solving/Multiplication **CODE:** 6.3 RM

WAGES

ACTIVITY:

(1) What is the hourly wage of a waitress?

(2) Compute the money earned for the following.

(a) An 8 hour day

(b) A week

(c) A month

(d) A year

CONCEPT: Conversion of units **CODE:** 6.4 M

PRICE PER POUND/OUNCE

ACTIVITY:

(1) Look on the menu and find the cost of a hamburger.

(2) Figure out the cost per pound of hamburger.

(3) Figure out the cost per ounce of hamburger

(3) Find the cost of a glass of milk.

(4) Figure out the cost of milk per quart; gallon

CONCEPT: Addition with money **CODE:** 6.5 RM

CLASS LUNCH

ACTIVITY:

Suppose that the whole class went to the restaurant for lunch.

Decide what the lunch should be.

Make a list.

Determine the total cost.

CONCEPT: Complete sentence CODE: 1.1 RL

RESTAURANT

ACTIVITY:

After discussing a menu from a local restaurant, show the students a chart which has these catagories listed: (1) Crunchy foods (2) Chewy foods (3) Creamy foods

Have the students classify some of the foods they find on the menu as to their main characteristic. After classifying, the students could choose one item and write a sentence describing the food. (Ice cream is a creamy food.) Then the students could illustrate their sentences or cut a picture from a magazine which shows the food.

CONCEPT: Creative writing **CODE:** 1.2 RL

RESTAURANT

ACTIVITY:

After visiting a local restaurant, a follow-up activity might be illustrated creative stories using "If I could be------" (an item from the menu from the restaurant). Student's stories should tell what they would be, and why they would be that particular item.

CONCEPT: Beginning sounds **CODE:** 1.3 RL

RESTAURANT

ACTIVITY:

Orally name some of the items on the menu.

(1) Students take turns telling beginning sound of each item.

(2) Students could draw or find pictures of menu items and label each with the beginning sound.

CONCEPT: Alphabetical order CODE: 2.1 RL

RESTAURANT

ACTIVITY:

After visiting a local restaurant, have the students make a list of the items they would like for lunch if they could eat at the restaurant. After making the list, the students could put their menu in alphabetical order.

CONCEPT: Verb endings "s", "es" **CODE:** 2.2 RL

RESTAURANT

ACTIVITY:

After discussing a menu from a local restaurant, have the students choose 5 items. They should list these in a column on the right side of their paper. On the left side of their paper, they should write the plural form of the names of the 5 items (using "s" or "es" correctly.)

If time allows, the students could illustrate each item's singular and plural form.

CONCEPT: Oral Reading **CODE:** 3.1 RL

READING A MENU

ACTIVITY:

Using a menu from a restaurant, divide the students into two teams. After deciding who is first, have the first person on Team I read the first item on the menu. If he is correct, his team received a point. He should go to the end of the line. The first person on Team 2 reads the next item. If he is correct his team received one point and so on....

CONCEPT: Descriptive phrases **CODE:** 3.2 RL

RESTAURANT SMELLS

ACTIVITY:

When first entering a restaurant, have the students guess what foods they can smell. In the kitchen blindfold a student and have the cook let him smell different items. The student should identify each item, if he has trouble, the other students can give hints.

CONCEPT: Categorizing CODE: 3.3 RL

MENU CATEGORIES

ACTIVITY:

Have the students look at a menu. Discuss how it is categorized into sections as to what type of food it is. (Entreés, Drinks, Desserts, Side orders, etc.) Back in the classroom make a class list on the board of foods on a menu. Then on a worksheet have the children place the foods in the correct category.

CONCEPT: **CODE: 3.4 RL**

RESTAURANT GUESS

ACTIVITY:

During a visit to a restaurant, have the children take turns thinking of things or food in a restaurant. The student who is thinking of an item can answer only "yes" or "no". The other students ask questions to determine what the item is. At first the teacher should limit the category such as: rooms, food, people, etc...

CONCEPT: Parts of Speech **CODE:** 3.5 RL

RESTAURANT NOUNS

ACTIVITY:

On a trip to the restaurant have the students list all the nouns they can find. Other parts of speech may also be used.

CONCEPT: Vocabulary & Definitions **CODE:** 4.1 RL

MENU MEANINGS

ACTIVITY:

On a trip to a restaurant, have the students look at a menu. Discuss what the different items are. Such as a Hamburger Basket is a hamburger with French Fries. Others could be Fish and Chips, w/ fries, everything on it, w/ cheese, easy over, sausage links, soup or salad, a bucket with 21 pieces, ala carte, ala mode, entreé, side order, French Dip.

CONCEPT: Vocabulary and Definitions **CODE:** 4.2 RL

HOW IS IT COOKED

ACTIVITY:

Have the cook in the restaurant discuss the different ways he cooks food. He could also show the students some examples such as: toasting, broiling, roasting, deep-fat frying, pan frying, sauteing, boiling, etc.

CONCEPT: Categorizing CODE: 4.3 RL

HOW SHOULD IT BE COOKED?

ACTIVITY:

After the children have seen different ways to cook food in a restaurant, they should categorize the items on a menu. There should be a column for each of the different ways to cook and one column for uncooked foods.

CONCEPT: Opposites CODE: 4.4 RL

RESTAURANT OPPOSITES AND RELATIONSHIPS

ACTIVITY:

In a restaurant, the teacher should have the students look for things that are opposites. After they have found several, start saying sentences such as the following:

A table is high; the chair is low.

If the lettuce is not fresh it is wilted.

Chocolate syrup is sweet but pickles are sour.

Salad dressing is thick but pop is thin or runny.

CONCEPT: Forms of Punctuation CODE: 4.5 RL

MENU PUNCTUATION

ACTIVITY:

Have the children read a menu. They should look for various forms of punctuation. Example: The students can count how many commas are on the menu. Ask the students why there are commas between the foods and what would it be like if there were no commas.

CONCEPT: **CODE: 5.1 RL**

ADJECTIVES

ACTIVITY:

Adjectives are describing words.

(1) Think of as many adjectives as you can describing 5 different kinds of foods or drinks they serve in the restaurant.

(2) Write a sentence about each food using descriptive adjectives.

CONCEPT: **CODE: 5.2 RL**

ADVERTISING

ACTIVITY:

(1) Write an advertisement to place in the newspaper about the restaurant.

   (a) Include a slogan

   (b) Include an illustration

CONCEPT: Manuscript
Legibility; neatness

CODE: 6.1 RL

MENU PLANNING

ACTIVITY:

When doing this activity you will be designing your own menu.

1. First plan out what needs to go in the menu.
    a) Types of food, drinks
    b) Prices
2. Plan an attractive cover
3. Plan appropriate lettering
4. Make a "trial" menu
5. Proofread it
6. Make the final menu

CONCEPT: **CODE: 6.2 RL**

BUSINESS LETTER

ACTIVITY:

You are the manager of the restaurant so you are required to handle problems that may arise.

The company from which you purchase meat failed to bring the order this week and the cook says he is almost out of meat!

Compose and write a letter to the meat company president telling him of your dilema.

CONCEPT: **CODE: 6.3 RL**

ADJECTIVES

ACTIVITY:

Design a menu for your restaurant. Use adjectives in your descriptions.

Variation: Design one menu with appetizing adjectives and another menu with unappetizing adjectives.

CONCEPT: CODE: 6.4 RL

RESTAURANT UNIT

ACTIVITY:

Design a restaurant unit around a special occasion.

Decide on food to be served.

Figure amount of food and other supplies needed.

Cost (possible bank loan to cover cost?)

Decide on profit to be made - set prices for menu

Design menus

Design posters for advertising

Division of labor: food purchasers, cooks, waiters/waitresses, clean-up, advertisers

CONCEPT: Greater or less **CODE:** 1.1 SM

HOUSE COUNTING

ACTIVITY: Take a walk and while you are out, have the students orally count the houses found on a block. As you walk, compare the number of houses found on one block to those found on another.

CONCEPT: Basic Shapes CODE: 1:2 SM

BICYCLE SHOPS

ACTIVITY:

Visit the bicycle shop. Have each student examine a bike found there. Tell them they are going to look for any square, rectangle, triangle, or circle shapes found on the bike.

After returning to the classroom, list on the board all the shapes they remember being on the bicycles. Have the children draw their own bike, using squares, rectangles, triangles, and circles.

CONCEPT: Reading and ordering numbers CODE: 2.1 SM

READING HOUSE NUMBERS

ACTIVITY:

Take a walk and have the students take turns orally reading house numbers. The teacher could make a list of the numbers. After returning to the classroom, the students could order the numbers from largest to smallest and use pairs of the numbers for exercises in "less than" and "greater than."

CONCEPT: Adding Money CODE: 2.2 SM

BICYCLE SHOP

ACTIVITY:

Have one of the students bring his or her bike to school. After discussing the essentials of a safe bicycle, list on the board items in need of repair or that need to be included on the student's bike. Obtain a price list of the parts on the list. Have the class find the total cost of making the bicycle safe.

Variation: What if the total cost exceeded the student's budget? Are there items that are less necessary than others?

CONCEPT: Ordering numbers CODE: 2.3 SM

BICYCLE SHOP

ACTIVITY:

Take a trip to the bicycle shop. Let each child choose his favorite bike. (He should write down the cost of it.)

After returning to the classroom order the bicycles' prices from most expensive to least expensive. Let children orally tell why they chose the bike they did.

CONCEPT: **CODE: 3.1 SM**

SUBTRACTION (depreciation)

ACTIVITY:

Have a mini survey group gather a price list of new bicycles and a list of prices and brand names of used bicycles.

Find the depreciation value.

CONCEPT: **CODE: 3.2 SM**

ESTIMATION

ACTIVITY:

Have students "guesstimate" how many cars go by on a given street (Highway 99W) for a given period of time (½ hour). Send a survey team out to gather data.

Or:

Break down information into colors of cars; buses; trucks (kinds of trucks)

Or:

Do above surveying several days, or at different periods during day, and then compare results.

CONCEPT: CODE: 3.3 SM

MEASURING BLOCKS

ACTIVITY:

Have each student take a yardstick or meter stick on a walk. (A piece of string equivalent to a meter or yard can also be used.) Have them measure one side of a block and then multiply it by 4. Let the students find various other things to measure.

CONCEPT: CODE: 3.4 SM

GRAVEL IN A SQUARE FOOT

ACTIVITY:

Have each student sample 1 square foot of gravel. Then find the average of all the square feet. Measure the entire area to find out how much gravel is in the area.

CONCEPT: **CODE: 3.5 SM**

PUDDLE MEASURING

ACTIVITY:

After a rain, take your students outside to study the puddles. If it was a light rain and the sun is out, time how long it takes various size puddles to shrink or disappear. What is the rate of shrinkage during a class period? Count the number of puddles in various areas. If it was a hard rain, measure the width, depth, and length of a variety of puddles. Keep records. Masure periodically throughout the day and into the next. You might try graphing the records you accumulate.

CONCEPT: **CODE: 4.1 SM**

SHAPES

ACTIVITY:

Have each student take a clipboard, paper, and pencil, and go on a walk through your community. They should list all the different shapes they can see. Next to the object they should name the object. Later discuss the size of shapes, such as which rectangle shape was the largest?

CONCEPT: **CODE: 4.2 SM**

STREET SURFACES

ACTIVITY:

Take a walk or ride through your community. Have the students observe the different ways roads, streets, and sidewalks are made. Make a class list when you return to the classroom. Have the students find out how concrete and blacktop are made. If possible visit a place that makes them or try making concrete in your classroom. Experiment with different temperatures when the concrete is setting up.

CONCEPT: **CODE: 4.3 SM**

NEW OR REPAIRED

ACTIVITY:

Before visiting a bike shop, have each student find out what their present bicycle needs to be in good condition. Have the students find out what their repairs would cost them. They should then compare their repairs with the cost of a new bike. They should decide which would be cheaper and more economical - a new bike or their old one repaired.

CONCEPT: **CODE: 4.4 SM**

HOW TALL?

ACTIVITY:

Measure the heighth of various bicycles. Have a person in the bike shop tell how bicycles are measured. Let the students also measure the diameter of various bicycle wheels and tricycle wheels.

CONCEPT: **CODE: 5.1 SM**

MULTIPLICATION

ACTIVITY:

First, measure the circumference of your bicycle wheel. Now tie a piece of cloth to the rim of the wheel, or mark with chalk.

Count the number of revolutions made by the wheel as you ride the bike. Multiply the number of revolutions times the circumference to find the distance traveled.

CONCEPT: **CODE: 5.2 SM**

DIVISION

ACTIVITY:

With a price list of new bicycles have students figure how long it will take for them to earn enough to buy one of the bicycles.

CONCEPT: **CODE: 5.3 SM**

BICYCLE SHOP

ACTIVITY:

Recognizing decimals/fractions as numerals/writing fractions.

In the parts department, the bicycle tubes comes in various sizes.

(1) List all of the different sizes.

(2) Arrange the list in order starting with the smallest tire, working to the largest tire.

CONCEPTS: ✓ **CODE: 5.4 SM**

BICYCLE SHOP

ACTIVITY:

Needed - sample "bill of sale" on ditto. With a partner, play the role of customer who has just purchased merchandise.

(1) Write down the cost of the merchandise purchased.

(2) Total the purchases.

CONCEPT: CODE: 5.5 SM

STREETS AND HIGHWAYS

ACTIVITY:

There are 3 groups of signs: regulatory, warning, and guide. Each group has a special shape and color. Examples: Regulatory - rectangle, Warning - diamond

Using large pieces of construction paper construct two signs from each group.

CONCEPT: **CODE: 5.6 SM**

STREETS AND HIGHWAYS

ACTIVITY:

Find a vacant lot near school.

(1) Find the length and width of the lot in feet and yards. Record findings.

(2) Find the perimeter of the lot in feet and yards. Record findings.

(3) Find the area of the lot in feet and yards.

How does the lot you measured compare with the entire block?

CONCEPT: CODE: 5.7 SM

STREETS AND HIGHWAYS

ACTIVITY:

Using the vacant lot measurements taken in 5.6 SM make a scale drawing of the lot on a large piece of construction paper. (x 18)

Your task is to plan a park on the scale drawing of the vacant lot. Plan what you would like in the park and draw them on your paper. (Trees, swings, benches, fountain....)

Measure accurately the distance between each object in the park and the distance the object is from the boundary of the park.

CONCEPT: CODE: 6.1 SM

BICYCLE SHOP

ACTIVITY:

(1) Find 10 different prices of bicycles. Write down each price correctly. Beside the price write the price out using words, no numerals.

(2) Find 5 different sizes of bicycle tubes written in fractions. Write each numeral correctly. Beside the numeral write the size in words.

(3) Find 5 different sizes of bicycle tubes - decimals. Write each numeral correctly. Beside the numeral write the size in words.

CONCEPT: **CODE: 6.2 SM**

MULTIPLICATION, DIVISION

ACTIVITY:

Measure the circumference of your bicycle wheel. How many times will the wheel make a complete turn if you travel a mile?

Formula: Divide the circumference of your bicycle tire into the number of inches (centimeters) in a mile.

CONCEPT: **CODE: 6.3 SM**

MATH

ACTIVITY:

(1) Write down 5 different prices of bicycles under $100.00. Example: $89.75

(2) If 25 people purchased each of the bicycles how much money would the shop make for each bicycle? Example: $89.75 x 25 =

(3) Repeat this assignment using prices of bicycles that are more than $100.00 Example: $155.80 x 25

How does overhead effect the profit?

CONCEPT: CODE: 6.4 SM

BICYCLE SHOP

ACTIVITY:

The bicycle tubes come in various sizes which are listed in fractions and decimals.

(1) List the various sizes.

(2) What is the difference between the smallest and the largest tube?

(3) What is the sum of the smallest and largest tube. Use both fractions and decimals.

CONCEPT: CODE: 6.5 SM

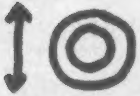
BICYCLE SHOP

ACTIVITY:

(1) Measure 5 bicycle tubes to the nearest 1/8"

(2) What is the total of all the tube measurements?

(3) What is the difference between the largest tube you found and the smallest?



Measure between the arrows

CONCEPT:

CODE: 6.6 SM

BICYCLE SHOP

ACTIVITY:

Suppose the profit the bicycle shop makes on each bicycle was 15%.

Figure the profit of the following bicycle prices:

1) $59.00
2) $89.00
3) $115.00
4) $138.95
5) $173.00
6) $220.50
7) $349.95
8) $365.00

CONCEPT: Initial consonants CODE: 1.1 SL

STREETS AND HIGHWAYS

ACTIVITY:

Take a walk and list names of all the streets you see. After returning to the classroom, orally name each street and have students name the beginning letter of each.

Variations: Simon Says

Take a walk. Find places or objects which begin with a given consonant sound.

CONCEPT: Reordering letters CODE: 1.2 SL

STREETS AND HIGHWAYS

ACTIVITY:

After taking a walk, and looking for street names, return to the classroom and list the names of six or eight streets on the board. Let each child pick a street name and make it "scrambled" by re-ordering the letters on a sheet of paper. The students then trade papers with someone else, and write what street they think is on the sheet they get. The students could take turns telling their answers.

CONCEPT: Manuscript printing CODE: 1.3 SL

BICYCLE SHOP

ACTIVITY:

Cut lined chart paper (or use a marker to line railroad board) in 2" x 8" pieces. Punch holes at the top. After discussing Amity's regulation of registration of bicycles, have the students make a bike "license plate" with a series of manuscript letters on it or perhaps their own names. (Attach two pieces of yarn or string to the top of the license plate for tying on to their bike). This would be a good reminder to students and parents of the need to have bikes registered.

CONCEPT: Complete Sentence CODE: 1.4 SL

BICYCLE SHOP

ACTIVITY:

After a visit to the bicycle shop, have the students write the answer in a complete sentence to these questions: "What color was the bike you liked"? (i.e. the color of my bike was blue.)

2. Was the bike big or little? (i.e. The bike was big.)

3. How many wheels did the bike have? (i.e. The bike had 4 wheels.)

After answering the questions, the students should have 3 sentences describing the bike they liked. They could illustrate their sentences following their descriptions.

CONCEPT: Compound words CODE: 2.1 SL

STREETS AND HIGHWAYS

ACTIVITY:

As you take a walk through the business district, have your students watch for signs or names which are compound words. These should be written down and analyzed upon returning to the classroom.

CONCEPT: Manuscript printing CODE: 2.2 SL

STREETS AND HIGHWAYS

ACTIVITY:

After taking a walk around the school area of town, divide the class into groups and tell them to construct a street map of the area around their school. Large sheets of butcher paper and workspace on the floor will help this activity. Students should label each street and main structures on the map.

CONCEPT: Manuscript printing CODE: 2.3 SL

BICYCLE SHOP

ACTIVITY:

Make a list of safety signs that the students have seen while riding their bikes. Let the students choose one of the signs and construct it from paper. After completion, the teacher could lead a review of what each sign means.

CONCEPT: Alphabetical order CODE: 2.4 SL

STREETS AND HIGHWAYS

ACTIVITY:

As you take a walk through the business district of your town, have the children write down the names of each store. After returning to the classroom, the children could put the names in alphabetical order.

CONCEPT: Alphabetical order **CODE:** 2.5 SL

STREETS AND HIGHWAYS

ACTIVITY:

Take a walk and list names of all the streets you see. After returning to the classroom, students put their lists in alphabetical order.

CONCEPT: Creative writing CODE: 2.6 SL

BICYCLE SHOP

ACTIVITY:

Visit the bicycle shop. Have students write down the names of different models.

After returning to room, discuss the names and try to decide why the makers named them those particular names (i.e. "Power Racer". After discussing, have students make up their own names for a bicycle and draw a picture of what it would look like.

CONCEPT: CODE: 3.1 SL

FLOOR MAP

ACTIVITY:

Take a walk down a business street in your community. Notice how many blocks there are and the various stores. Return to the classroom and make a class floor map, on butcher paper, of the business street. Use boxes for stores. Put a sign on each box to tell what kind of store it stands for.

CONCEPTS: CODE: 3.2 SL

STREET CHANGES

ACTIVITY:

Look for changes in your community as you take a walk or even ride. Make a list of all the things you find. List changes and include the street on a class list like the following:

a. New apartment buildings on Second Street.

b. Building town down on Main Street.

c. Addition to grade school being built on Church Street.

CONCEPT: **CODE: 3.3 SL**

OLD COMMUNITY

ACTIVITY:

Look for things that have been in your community for a long time by taking a walk or riding through your community. Make a list of the things you find. On a class list, include the things and the street where it is located. Include such things as:

a) Courthouse on main street

b) Old school on main street

c) Old church on main street

CONCEPT: **CODE: 3.4 SL**

SOMETHING OLD

ACTIVITY:

Observe something old in your community by taking a walk or a ride. Students can also bring pictures of old things in the community and make an exhibit. Each student should write a story about some old thing in the community. In their story they should also illustrate their story.

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CONCEPT: **CODE: 3.5. SL**

ROAD SIGNS

ACTIVITY:

Take a walk through your community or a ride. Have each student make a list of the road signs they encounter. When they return to the classroom a class list can be made, or each student can illustrate some of the signs on their own list.

CONCEPT: CODE: 3.6 SL

BIKE PARTS

ACTIVITY:

Visit a bike shop. Have a person who works there take a bike apart. Have him discuss the main parts of a bicycle and what function each part serves.

After you return to the classroom, have the students label a diagram of a bicycle. Then have them tell the purpose of each part.

CONCEPT: **CODE: 3.7 SL**

FILES AND CHARTS

ACTIVITY:

Have a person in a bike shop show the students how the files are set up alphabetically. There is also a chart which has the days of the week on it. A customer's slip is placed by the day when his merchandise is going to be finished. The customer's are then all placed in alphabetical order by each day. If possible, each student should be given a customer's slip (real or fake) to place on the chart.

CONCEPT: **CODE: 3.8 SL**

STREET READING

ACTIVITY:

Walk down the street of a town. Call on the students, one at a time or as a group, to read everything you see on your walk. Watch for signs, car names, advertising on stores, etc.

CONCEPT: **CODE: 4.1 SL**

HEAVY EQUIPMENT

ACTIVITY:

Have a person come into the classroom who builds roads. Have him discuss what is involved in making a road and the machinery that is used. Visit a spot in your community, or a nearby community, where roadwork is being done.

The students should draw and label pictures of the heavy equipment they observed when they return to the classroom.

CONCEPT: **CODE: 4.2 SL**

STREET MAP

ACTIVITY:

Take the class on a walk to the downtown area or just the neighborhood around the school. Have the students notice familiar landmarks, blocks, and streets. Return to the classroom and have each student draw a map of the area they visited. They should label the streets first and then add any buildings they can remember. They may need a "refresher" walk to finish.

CONCEPT: **CODE: 4.3 SL**

ROAD MAP

ACTIVITY:

Give each student a roadmap of your state or city. They should each make a list of 15 different facts about the map.

CONCEPT: CODE: 4.4 SL

BIKE SAFETY FILM

ACTIVITY:

At Tommy's Bike and Hobby Shop, Tommy will show an excellent bike safety film.* After the film, test the children's comprehension of the film with an oral discussion. The children can ask each other questions about important things they learned from the film.

* Bring own projector.

CONCEPT: **CODE: 4.5 SL**

PUT IT TOGETHER

ACTIVITY:

On a visit to a bike shop, have a person who works there take a bike wheel off. Have the students watch the order in which he removes the parts. The students should then take turns telling how to put the parts back on the bike wheel.

Various parts of the bike could be taken apart and put back together again.

CONCEPT: **CODE: 4.6 SL**

READING A BILL

ACTIVITY:

During a trip to a bike shop, obtain a bill for bicycle repair. Have a person in the shop explain the various words on a bill such as: service, parts, labor, check, cash, credit card, charge, layaway, sold by, etc. Try to have a bill for everyone to look at, so that they can see how a bill is made up in case they ever receive one.

CONCEPT: **CODE: 5.1 SL**

BICYCLE SHOP

ACTIVITY:

With a partner take turns playing the role of a customer who has just purchased merchandise at the bicycle shop.

(1) Write down all required information about the customer.

(2) Write down all required information about the purchase.

Make sure your information and spelling is accurate and neat.

CONCEPT: **CODE: 5.2 SL**

BICYCLE SHOP

ACTIVITY:

Define each bicycle part in complete sentences using correct purctuation.

Brake levers

Hand brake

Hub

Chargers

De raileur

Cog

Axle

Sprocket

Crank

Chain

CONCEPT: **CODE; 5.3 SL**

STREETS AND HIGHWAYS

ACTIVITY:

(1) Write directions from school to your home using complete and specific sentences.

(2) Tell a student who knows where you live your directions. Is he able to follow your directions?

Now tell a student who does not know where you live your directions. Is he able to follow your directions?

CONCEPT: **CODE: 5.5 SL**

BICYCLE SHOP

ACTIVITY:

Prepare a newspaper advertisement using one of the bicycles at the shop. Include the following information:

(1) Specific details about the bicycle. (Name, size, type, number of speeds.)

(2) Price - is it a sale price?

(3) Guarantee?

Arrange your advertisement on an 8" x 11" paper. Illustrate if you wish.

CONCEPT: CODE: 6.1 SL

BICYCLE SHOP

ACTIVITY:

Tell why each of the bicycle parts are important to a bicycle. Use complete sentences.

Brake levers

Hand brake

Hub

Changers

De raileur

Cog

Axle

Sprocket

Crank

Chain

CONCEPT: **CODE:** 6.2 SL

BICYCLE SHOP

ACTIVITY:

Unscramble the bicycle parts you wrote sentences about in L 1

adnh abkre

xela

epkresot

ubh

ancih

rkcna

cgo

alreiru ed

vleers rabek

shncgare

CONCEPT: CODE: 6.3 SL

BICYCLE SHOP

ACTIVITY:

This is a sample of the chart the shop has to keep track of the people who have brough in bicycles to repair. This is how it works:

The chart is for 2 week periods. Mr. Jones brought a bicycle in to be repaired on June 2 so his name is placed in "to be repaired" on June 2 so his name is placed there. After the bicycle is repaired the shop owner places his name in alphabetical order on the right hand side.

Fill out the chart using the following information:

Brought in	Finished
Mary Brown - June 5	Mr. Miller
John Smith - June 11	Mrs. Williams
Carl Anderson - June 7	Bob Peters
Al Johnson - June 3	Jim Andrews
Sue Walker - June 12	Sally White

Work to do	Work Done

CONCEPT: **CODE: 6.4 SL**

STREETS AND HIGHWAYS

ACTIVITY:

Make a map from school to your home. Label the directions on the map. Create symbols for buildings. Create symbols for natural features. Label all important objects on your map. Draw a key for your map explaining all your symbols. Explain any abreviations you use.

CONCEPT: **CODE: 6.5 SL**

BICYCLE SHOP

ACTIVITY:

Have students take turns telling the class how to change a flat tire on a bicycle. The students may or may not want to use a bicycle.

CONCEPT: **CODE: 6.6 SL**

BICYCLE SHOP

ACTIVITY:

(1) The topic of Bicycles is too broad for a 1-2 page report so narrow the topic.

(2) Research the topic - make a list of all reference books you use.

(3) Take notes on the material you read.

(4) Make an outline from the notes.

(5) Write a 1-2 page report of the information you have gathered.